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ABSTRACT

As part of a feasibility study for postsecondary alternatives in California, this report details what the project staff learned through first-hand conversations with California citizens about their educational hopes and the obstacles they face in seeking to realize their aspirations. Concentrating on seven diverse communities throughout the state, staff members talked with 125 community leaders and almost 900 community members. The communities are: Auburn, Bakersfield, Eureka, central Los Angeles, north Los Angeles, north Oakland, Northridge/Chatsworth, and Santa Cruz.
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POSTSECONDARY ALTERNATIVES: MEETING CALIFORNIA'S EDUCATIONAL NEEDS
A FEASIBILITY STUDY

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FIRST TECHNICAL REPORT
PART TWO

COMMUNITY NEEDS FOR POSTSECONDARY ALTERNATIVES

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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September 1975

Prepared for
The California Legislature

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This is one in a series of reports from the feasibility study, "Postsecondary Alternatives: Meeting California's Educational Needs."

The study stems from a recommendation in the 1973 report of the Legislature's Joint Committee on the Master Plan for Higher Education, chaired by Assemblyman John Vasconcellos, that the state establish a "fourth segment of California public postsecondary education" to offer educational activities, coordinate existing external and non-traditional programs, assess learning experiences and maintain a credit bank, and award certificates and degrees. Following this recommendation, the Legislature directed the Joint Committee to contract with a private consulting firm to determine the feasibility of implementing an external higher education program in the state, and in the 1974 budget the Legislature and the Governor appropriated funds for "studying and testing the need, design, and feasibility of a university without walls in California." The Joint Committee on Postsecondary Education (successor to the Joint Committee on the Master Plan) contracted with the Educational Testing Service and other independent consultants for this study. With the termination of this second Joint Committee in November, 1974, the Joint Rules Committee assumed legislative responsibility for the study.

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An advisory committee of thirty California citizens; a national panel of educational leaders from other states; and a liaison panel of representatives from the existing segments of postsecondary education in California consulted with the research staff during the study. Russell Y. Garth, on the staff of the Joint Rules Committee, served as legislative liaison for the study.

Available Documents:

- ✓ Peterson, Hefferlin, et al., POSTSECONDARY ALTERNATIVES TO MEET THE EDUCATIONAL NEEDS OF CALIFORNIA'S ADULTS
- ✓ First Technical Report Part One: Hefferlin, Peterson, Roelfs, CALIFORNIA'S NEED FOR POSTSECONDARY ALTERNATIVES
- First Technical Report Part Two: Peterson, et al., COMMUNITY NEEDS FOR POSTSECONDARY ALTERNATIVES
- Second Technical Report: Salner, INVENTORY OF EXISTING POSTSECONDARY ALTERNATIVES
- Third Technical Report: Hodgkinson and Shear, NONINSTRUCTIONAL SERVICES AS POSTSECONDARY ALTERNATIVES
- ✓ Fourth Technical Report: Clark and Rubin, INSTRUCTIONAL TECHNOLOGY AND MEDIA FOR POSTSECONDARY ALTERNATIVES
- ✓ Fifth Technical Report: Shea, FINANCING FOR POSTSECONDARY ALTERNATIVES

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Technical reports may be obtained (at cost) from:
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Postsecondary Alternatives: Meeting California's Educational Needs
A Feasibility Study

First Technical Report
(Part Two)

COMMUNITY NEEDS FOR POSTSECONDARY ALTERNATIVES

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Prepared for the California Legislature
September 1975

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INTRODUCTION

Part One of this two-part report on postsecondary education needs in California was heavily statistical and mostly impersonal. It dealt with Californians in general, and with demographically defined subgroups of citizens. Its findings and conclusions came for the most part from state and national surveys of educational participation and interest, and from census and other data on social and economic conditions in the state and nation.

This document reports on what the project staff has learned through first-hand conversations with California citizens about their educational hopes and the obstacles they face in seeking to realize their aspirations. Concentrating on seven diverse communities throughout the state, staff members talked with some 125 community leaders and close to 900 community members. In addition, this second report points to the great variety of postsecondary resources existing throughout the state, as they were identified in the seven communities. These in-depth analyses of community educational needs and resources are conceived as case studies that in more human terms will supplement the generally abstract nature of Part One.

Roughly equal amounts of project resources went into the two parallel approaches to the overall needs assessment. Within the limitations of time and funds, our intention in the community analyses was to talk with as wide a range of people as possible, according to their demographic and economic background and life style. And we wanted to talk to people within various frameworks of existing educational opportunities. The objective, then, was three-fold: (1) to learn in some depth about educational needs of individuals in widely varying circumstances; (2) to sense the range of formal and



informal education resources, and (3) to understand the interraction between these needs and resources in a number of different community settings. Our general plan was to go into a limited number of communities with small teams of three or four persons that would spend several days assaying patterns of educational needs and resources in each community.

Selecting the Communities. Determining the communities to study was a most difficult matter for the project staff. Constraints of time and money limited the number to less than ten. With so small a number, it was felt that suitable diversity could not be guaranteed by random selection. Among the dimensions of diversity that seemed essential were occupational level, income level, educational level, ethnicity, age, and alternative lifestyle--for individuals; and geographical and economic circumstances--for the communities.

Additionally, in order to better understand the scope of postsecondary resources as well as the beliefs of people about how various institutions were meeting local educational needs, we wanted to visit communities that were served by institutions in each of the three segments of California public higher education. Thus, it was decided to study at least two communities near University of California campuses, two where there were California State Universities or Colleges, two having community colleges, and two with no college or university in the immediate vicinity. As it turned out, several of the communities are more or less directly served not only by one but by all three segments.

Thus, weighing the several demographic factors, geographical location, and site of public college or university, eight communities were decided upon: Auburn, Bakersfield, Eureka, an area in central Los Angeles, North

Oakland, Northridge/Chatsworth, Ramona, and Santa Cruz.* Auburn is a small seat-of-county-government community in the Sierra foothills without its own higher education institution. Bakersfield is a large Central Valley city with a wide range of incomes and a sizeable Chicano population. Eureka is a north coast middle-sized town, experiencing economic difficulties and having numerous Native Americans in its vicinity. The central Los Angeles area contains many poorly educated immigrants from Central and South America, as well as concentrations of Asians of various nationalities. North Oakland, a few miles to the south of the Berkeley campus of the University of California, is predominantly Black. Northridge and Chatsworth are Los Angeles suburbs populated by affluent, well-educated whites. Ramona is a small farming community in the far southern part of the state, with no college or university nearby. Santa Cruz, among other things, has substantial numbers of older people and counter-culture people. As will be seen in the summary accounts, project staff were able to talk with some of the same general types of groups in more than one community, e.g., groups of Native Americans in Eureka and Central Los Angeles, women's organizations in Santa Cruz and Northridge, and so forth.

Method of Community Study. The community analyses consisted of three phases planned to occur at roughly two-week intervals.

- Phase I involved a meeting in each community with the director of its high school adult education program, a person judged to be especially knowledgeable about educational and cultural resources and major employers in

* A measure of arbitrariness in this method of selection cannot be denied. In general, it approximates a method advocated by the sociologists Barney Glaser and Anselm Strauss called "theoretical sampling" (Glaser, Barney G. and Strauss, Anselm. The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine, 1967).

the area. The objectives were to develop a list of 15 to 30 community leaders who would meet during Phase II, and to arrange a time and place for those meetings. Four types of leaders were desired:

1. educational leaders--particularly heads of extension or other off-campus programs;
2. cultural leaders--for example, library and museum directors, spokespersons for minority, womens', and senior citizen groups;
3. representatives of major private employers--particularly their personnel directors; and
4. representatives of major governmental agencies in the area--personnel directors.

The Phase I visits were completed between October 18 and November 1, 1974.*

• Phase II, carried out between November 8 and November 19, consisted of two-hour meetings with community leaders. Educational and cultural leaders were invited to a morning session; representatives from major public and private employers were invited for the afternoon. Participants received in advance a list of general questions to be discussed, together with a copy of the Adult Educational Interests Questionnaire with instructions to give percentage estimates indicating how they believed the total community would respond to each of the questions. (The letter of invitation to these participants is shown in Appendix B. The questionnaire is given in Appendices C and D; it contains the same questions used in the statewide Postsecondary Alternatives poll conducted by the Field Research Corporation, discussed in the companion Part One document to this report.)

* Our efforts in Ramona were unsuccessful. The director of adult education insisted that there was no interest in adult education in Ramona, and that nothing was to be gained by our coming to Ramona. He may have been right. Attempting later to form a Phase II group directly, letters were sent to the heads of 15 organizations (listed in the phone directory); only one individual replied. Ramona was consequently dropped from the project, reducing the number of sites from eight to seven.

In all seven communities, the rate of attendance of the educational and cultural leaders and employers in public agencies at these meetings was good, while that of business and trade union invitees was somewhat disappointing. After a brief description of the total project and the method of the community analyses, the meetings, which were tape recorded, generally evolved into open and free-flowing discussions of the particular postsecondary education needs in the area, the programs presently in operation, the needs not yet met, and actions that might be taken to better serve people in the area. Participants from educational institutions filled out a Fact sheet about their respective programs, which included, among other information, the number of people from the community they enrolled. Finally, the community leaders were asked to organize meetings within a specified period two weeks later between project staff and groups of rank-and-file adults associated with their organizations.

- Phase III, carried out between November 24 and December 14, consisted of two- to four-day visits, depending on the size and complexity of the community, to each of the seven sites. Two to four staff members conducted group meetings, met with officials of educational institutions, and interviewed other individuals in the community interested in or knowledgeable about adult or continuing education. Typically the Phase III meetings were small, averaging ten to twelve individuals, and lasted an hour to an hour and a half. After a description of the project, participants filled out the Adult Educational Interests Questionnaire and then discussed the issues covered in the questionnaire--subject matter interests, instructional and location preferences, possible use of non-instructional services such as information-providing and educational counseling, perceived barriers

to further learning, experiences with area educational institutions, and so forth. Two staff members were generally present at each meeting in order to take sufficient notes (since, with a few exceptions, these sessions were not tape-recorded).

It should be understood that the participants in these Phase III meetings were not statistically representative of their respective communities, nor, in the aggregate, of the state as a whole. Most of them were volunteers in the sense that they were sufficiently interested in adult education issues and problems to come to a meeting on that topic. They are more typical of actual adult learners than of the general population. They tend to be more highly educated than Californians in general; they more often hold professional and other white-collar jobs; and they are somewhat younger than Californians on the average. Eighty-seven percent of the 848 Phase III respondents who completed the Adult Educational Interests Questionnaire want to continue their education during the next two years, compared to 59 percent in the statewide poll. However, in other ways they are similar; their views about desired educational services and their ability to pay for further education, for example, are similar to the statewide pattern as reported in Part One of this report.

The final task in the community analyses was to summarize what was learned in each community. To accomplish this, one staff member from each site-visit team took the responsibility for preparing a summary report on that community, using all the notes and other information gathered by fellow team members. A set of general guidelines was prepared to insure a modicum of consistency. Within these general specifications, the writers had essential freedom to summarize information and questionnaire data, and to offer interpretations and conclusions as they saw fit.

As a result, although this report seeks to synthesize the views on postsecondary education needs of close to 1,000 individuals in seven communities, it does so through the eyes of six individuals--JB Hefferlin in his overview, and Donald Fisher, Sally Gaff, Helga Grabske, Tom McDonald and Pamela Roelofs in their summary accounts. Every social analyst has different values, and there are advantages in having the wealth of information gathered in the seven communities filtered through the minds of six rather than only one analyst.

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I wish to acknowledge the excellent work of the other project field staff in addition to the authors of the summaries--including Brenda Bay, Gail Hare, William Moore, Raymond Padilla, and Patricia Peterson. Bay and Moore, both blacks, focused on North Oakland, and Moore met with counter-culture people in Santa Cruz. Padilla concentrated on the Chicano community in Bakersfield.

I wish also to thank the many community leaders who took of their time to meet with Hefferlin and myself, and especially the directors of adult education in the seven communities whose efforts were critical in making our community analyses as successful as they were.

At ETS, Helen Smith programmed the statistical analyses that appear at the end of each community summary. Gail Hare helped with the editing of the seven accounts. Janis Jackson, Sharon Tucker, and Adrienne Ryken shared in the typing of the final manuscript.

Richard E. Peterson

Berkeley, California

May 3, 1975

OVERVIEW

JB Lon Hefferlin

When you listen, this is what you hear:

I tried to get into a class, and they told me I wasn't admitted. I said, "How do I do that?" And they said, "You pay last November." "But I didn't know they were going to offer the program last November." "Well, that's your problem."

I object to the inequality of paying for education. I'm an adult. If I want to take an extension course for cultural or professional reasons, I need to pay \$18.75 a unit--a much higher percentage of the cost than the full-time college student. And yet we're paying for it out of our taxes. I think there is definitely discrimination at the state level.

We need new methods of education so that the person who wants to get an A.A., a B.A., or a master's degree can get it within the framework of having a job without having to go full-time. For example, I'm exploring an M.A. program in counseling psychology. They want to enroll people who have worked in the community as paraprofessionals. It's a beautiful program. But they expect it to be a full-time program to be finished in two years. The contradiction is that the people who are perhaps the most proficient are those who have families at home or would have to take a leave of absence--and there aren't many places where you can get two years off with pay. For example, there are people on career ladders at the welfare department who would make superb social workers, but they can't go full-time to get their bachelor's degree, and the hours for classes are such that they can't get released time to go.

I think what our county needs is less of an emphasis on vocational education. Somehow we as institutions of education ought to work in concert on raising the level of human development, of cultural development, of sensitizing the individual to a larger world of reality than just the work-a-day world. I think we have enough vocational education opportunities for people to get their A.A. and B.A. degrees. The tremendous need is in just expanding human potential.

I disagree with almost all of that. The people your university serves are almost a totally different population than what we work with. Our people don't want to have anything to do with it. Maybe the problem is that they view it as "academic"--as you say, of "cultural development." Let's face it, the people who live on Sutter Road won't even go near the campus. Going to a lecture, a play, or whatever if it's in a school--or visiting a library--would be the last thing that they would select.

If I want to take a course, the information I have is that I must pay my \$40 two months in advance to begin a class in January. The class doesn't cost \$40, but I have to pay \$40. Then I have to go through the red tape of establishing that I'm not going to take a full load to get a refund of everything but \$12. In addition, I have to go up and stand in line to re-register and get accepted simply to take the class. There's a lot of classes I would like to take, but I just don't want to sacrifice the time to go through all that business. And if I as a teacher see it as red tape, just imagine what it must seem like to someone else.

These are some comments made during 20 minutes of a community meeting last November concerning the educational opportunities of a California city. Similar problems are discussed in the following pages, which summarize the postsecondary needs and resources in this and six other diverse California communities.

California is well known for its geographic diversity, but it is equally diverse demographically. As Cary McWilliams, California's former Commissioner of Immigration and Housing, has written, "California has occupied, in relation to the other regions, much the same relation that America has occupied toward Europe: it is the great catch-all, the vortex at the continent's end into which elements of America's diverse population have been drawn, whirled around, mixed up, and retorted."*

* California: The Great Exception. New York: Current Books, A. A. Wyn, Publisher, 1949, p. 84.

This diversity extends to the state's counties, cities, towns, and neighborhoods. According to the 1970 census, only 1 percent of the residents of such communities as Enterprise, Oildale, and South Oroville had been born outside the United States, compared at the other extreme to 30 percent in West Hollywood and 33 percent in Calexico. Lake County's median family income of \$6,551--lowest in the state--contrasted to Marin's high of \$13,935. Unemployment ranged from 3 percent in Colusa County to 14 percent in Trinity. In East Los Angeles and in Florence/Graham, only 26 percent of adults over 25 years old had finished high school, compared to 93 percent in Mission Viejo, Moraga, and Palos Verdes Estates. And the median years of school that adults had completed ranged from seven in Cutler and eight in Calexico to over 16 in Davis, Orinda Village, and Portola Valley.

The seven cities discussed in this report fall within these ranges rather than at the extremes. They represent the bulk of California's communities, but they have their own diversity. They range in size from Auburn with 6,800 residents in 1970, through Eureka with 24,000; Santa Cruz with 36,000; North Oakland with 39,000; Bakersfield with 76,000; and Northridge/Chatsworth with 78,000; to Central Los Angeles with 86,000 of the 7 million citizens living in Los Angeles County. The proportion of their foreign born ranges from 3 percent in Auburn up to 44 percent within parts of Central Los Angeles. Their unemployment in 1970 varied from 5 percent in Bakersfield to 10 percent in Eureka. The average educational attainment of their adult population ranges from less than high school graduation in some census tracts of Central Los Angeles to over two years of college in North Oakland and Northridge/Chatsworth. And as mentioned in the Intro-

duction, they differ greatly in life style: from mill town to upper-class suburb and from transient neighborhood to retirement community.

In terms of their postsecondary resources, interests, and unmet needs, several generalizations about all seven communities seem warranted.

Opportunities for Postsecondary Education

Although the extent of their resources differ, all seven communities offer a variety of opportunities at the postsecondary level: adult schools, regional occupational programs, community agencies and groups, libraries, and college or university programs. Some have a wealth of services; others are more limited; but none of them are devoid of postsecondary alternatives.

One reason, of course, is that with the exception of Ramona and to some extent of Auburn, these areas are all centers of population rather than rural farm communities. Compared to their outlying districts, they suffer less from a lack of resources than from a lack of parking places. As an adult education specialist at one state university put it, "When we surveyed people in our country, 40 percent indicated an interest in going on with their education; but in that group, very few of them wanted to go much beyond five miles to get it. This cuts down our potential dramatically, and leaves the hinterlands virtually untouched." Except for agricultural extension, postsecondary opportunities such as those in these seven communities remain largely urban.

Second, even with the general availability of resources, numerous problems recur among the communities. Complaints are heard that the resources are aimed more at "college age" students than adults, at those with automobiles than those without, and at those interested in degree

programs than at the occasional and nonspecialized student. The libraries seem particularly underutilized as educational resources and separated from the other educational institutions. Leaders of educational programs in five of the seven cities appear to lack much communication and information of each other's programs. And the most common dilemma seems to remain that of how bureaucratic educational institutions can reach the unreached--in particular, the minorities, the non-English speaking, and the non-bureaucratic and anti-bureaucratic.

Interest in Further Learning

In terms of the interests of community residents, the diversity among groups within each community is far greater than between any of the seven communities. Those of senior citizens in Eureka and Central Los Angeles differ more from those of young adults in these areas than from each other. At the same time, much similarity exists between separate groups in different cities.

Several differences and similarities among the 39 groups with whom the project staff met deserve particular attention. For example:

- In ten of the 39 groups, 100 percent of the members in the meetings expressed an interest in continuing their learning within the next two years. These ten groups include staff members in the Economic Development Department and Native American representatives in Eureka; nutrition aides in Bakersfield; teachers, Head Start workers, and middle management employees of government agencies and business firms in Auburn; students in a court-reporting class and at an Indian center in Los Angeles; and a library group and quilting class in Northridge/Chatsworth. In contrast, the lowest interest in more education among all 39 groups occurs among

senior citizens and an adult education class in Eureka and the neighborhood council in Auburn--yet even here at least 58 percent of the members indicated this interest.

- New knowledge, better information, and greater satisfaction and happiness are important goals of further education among all groups; but improving one's income is particularly important for four groups in three of the cities: among the Los Angeles court reporter and Santa Cruz beauty school students and among Head Start workers and middle management personnel in Auburn. In only 11 of the 39 do a majority of the members have a degree in mind as a goal; and only in 14 are a majority interested in credit toward an academic degree.

- Among the barriers to their further participation, costs are noted by 62 percent to 76 percent of the members of eight groups, including the Auburn Head Start workers, the Santa Cruz nursing and beauty school students, and the Los Angeles Indian center members. On the other hand, costs would not be a barrier to any of the members of the Los Angeles senior citizens' group or to the leaders of the Santa Cruz League of Women Voters, or to any but one of the Rotary Club members meeting in Eureka.

- Looking toward future services, training in basic skills would appeal to 90 percent of the nursing students at a Santa Cruz hospital. Assessment of their personal competence would be welcomed by approximately 60 percent of the minority-group members in Bakersfield, the library group in Northridge/Chatsworth, and the beauty school students in Santa Cruz. And the evaluation of non-college experiences would be valuable to 50 percent of the middle-management group in Auburn.

In short, groups in all seven communities demonstrate varied but overall great interest in further education. Perhaps significantly, their interest and that of Californians polled by the Postsecondary Alternatives survey tends to be somewhat higher than the community leaders in the seven cities might suppose. Table 1 compares the responses to 10 questions about postsecondary interests of the combined members of these groups with comparable data from the systematic statewide poll, and with the estimates of the civic leaders who offered opinions about what these interests might be. By and large, the leaders sense somewhat less interest within their own communities than apparently exists statewide. Moreover, they tend to perceive more vocational and practical interests than cultural or general interests, more interest in earning credentials and degrees than actually exists, more interest in adult schools and community agencies as resources compared to the state colleges than potential learners express, less interest in testing and the assessment of competencies than is evident, and less interest in devoting a good deal of time to learning activities than is warranted.

Conclusions

Comparing the existing resources of these seven communities with their diversity of interest in further education, two conclusions seem clear:

First, the leaders of the various postsecondary programs in the communities are experienced, hard-working, dedicated men and women. In responding to the needs of their communities, however, they have few funds or little

(Text continued on page 21)

TABLE 1

Responses to California Adult Educational Interest Questions

	California Post-Secondary Poll	Estimates by Community Leaders	Community Group Members
Number responding to Question 2	1048	64	848
QUESTION 2: Within the next two years, would you like to engage in some form of further learning beyond High School?			
A. Yes	59%	50%	87%
B. No	41	47	10
C. No answer	0	6	3
Number responding to following questions	618	64	736
QUESTION 3: What is the one subject, topic, or skill that you would like to study or learn more about?			
A. Arts/Crafts/Other hobbies	17%	17%	9%
B. Business/Public administration	11	12	14
C. Consumership/Money management	2	11	2
D. Education/Teaching	3	7	9
E. Humanities	13	5	14
F. Natural science	5	6	3
G. Professions requiring advanced degrees	8	5	7
H. Psychology/Personal development/ Family living	8	10	9
I. Social sciences/Public affairs/Community problems	7	7	9
J. Vocational skills/Trades	18	26	8
K. Basic skills	2	0	3
L. Other	3	0	2
M. No answer	4	5	11
QUESTION 4: For what reasons are you inter- ested in further learning?			
A. Meet new people, get away from daily routines	34%	21%	49%
B. To work toward a degree	28	15	42
C. To be better informed, gain new knowledge	69	22	81
D. Personal satisfaction, happiness	66	27	74

TABLE 1 (Continued)

Responses to California Adult Educational Interest Questions

	California Post-Secondary Poll	Estimates by Community Leaders	Community Group Members
E. To be a better parent, husband, or wife	22%	14%	29%
F. To deal more effectively with personal situations, problems	36	16	45
G. To learn how to solve community problems	27	12	42
H. To improve income	44	36	51
I. To prepare for a job	42	28	46
J. For a job requirement, to perform the job better	35	22	43
K. Other	1	2	10
L. No answer	0	0	1

QUESTION 5: In view of your work and family commitments, life style, and so forth, which of the following ways of learning are appropriate for you?

A. On-the-job training--employer sponsored	38%	29%	51%
B. On-the-job training--union sponsored	13	19	15
C. Learning that combines work experience with meeting with instructor	29	25	55
D. Conventional classes during day at nearest college campus	36	16	25
E. Conventional classes during evening at nearest college campus	43	28	54
F. Day classes at location within five miles from home	25	19	22
G. Evening classes at location within five miles from home	34	30	58
H. Sessions held on weekends	16	11	32
I. Courses using TV, at home or within five miles of home	18	16	34
J. Independent study in consultation with an instructor	32	16	44
K. Correspondence study at home	13	10	17
L. Private lessons	15	6	16
M. Other	2	0	7
N. No answer	1	1	0

QUESTION 6: Where would you most prefer to engage in a program of learning?

A. At home, through televised or correspondence courses	7%	7%	6%
B. At place of work	8	11	10
C. With private tutor	3	3	3

TABLE 1 (Continued)

Responses to California Adult Educational Interest Questions

	California Post-Secondary Poll	Estimates by Community Leaders	Community Group Members
D. At an "open college" or "free university"	9%	9%	12%
E. At a library, museum, YMCA, church, or other community agency	2	9	4
F. At an adult learning center within five miles of home	13	17	17
G. A high school	2	10	3
H. A private vocational, trade, or business school	4	6	2
I. A community or junior college campus	18	14	11
J. A private college or university	4	3	1
K. A State University or College campus	18	9	8
L. A University of California campus	8	5	4
M. Other	1	1	4
N. No answer	3	15	14

QUESTION 8: Would you want to earn credit
toward a degree or certificate? If so,
what kind?

A. Not interested in any form of academic credit	37%	24%	19%
B. A statement of satisfactory completion of course	12	18	19
C. A public school credential	5	9	7
D. Certificate or license for other speci- fic occupation	8	15	6
E. A.A., associate of arts, community college degree	5	13	5
F. B.A., bachelor's, four-year college degree	14	11	14
G. M.A., master's degree	9	5	12
H. Graduate or professional degree	7	3	8
I. Other degree or certificate	1	1	6
J. No answer	3	7	5

QUESTION 9: What is the highest amount of
money you would be willing to pay for a
three-hour-per-week course?

A. Can't afford to pay anything	8%	33%	23%
B. \$30 (\$1 - \$44)	36	34	37
C. \$60 (\$45 - \$74)	15	16	20
D. \$90 (\$75 - \$104)	10	8	7

TABLE 1 (Continued)

Responses to California Adult Educational Interest Questions

	California Post-Secondary Poll	Estimates by Community Leaders	Community Group Members
E. \$120 (\$105 - \$134)	1%	4%	3%
F. \$150 (\$135 - \$164)	3	2	1
G. \$180 or more	8	1	3
H. No answer	1	2	6

QUESTION 10: About how many hours per week altogether would you want to devote to your studies?

A. 5 hours or less per week	16%	36%	21%
B. 5-9 hours	26	26	35
C. 10-19 hours	27	16	25
D. 20-29 hours	14	9	8
E. 30-39 hours	4	5	3
F. 40 hours or more	8	4	5
G. No answer	0	3	3

QUESTION 11: Which of the services below do you think you would be interested in using if the location were convenient and fees low?

A. Take a course or other program of learning	26%	35%	50%
B. Receive training in basic skills	9	17	12
C. Use location as a place to study	10	12	17
D. Discuss educational/career plans with staff member	11	16	24
E. Personal counseling	13	15	20
F. Obtain information about educational opportunities in region	15	20	25
G. Evaluation of non-college experiences	9	15	23
H. Testing to obtain advanced standing in a program of studies	11	14	22
I. Testing of strengths and weaknesses in various subjects	20	14	26
J. Assessment of personal competencies	20	15	31
K. Putting together a record of all my educational work	11	15	21
L. Would not be interested in using any of these services	39	18	12
M. No answer	1	2	7

TABLE 1 (Continued)

Responses to California Adult Educational Interest Questions

	California Post-Secondary Poll	Estimates by Community Leaders	Community Group Members
QUESTION 12: What are likely to be important reasons why you might not enroll in some kind of study in the next two years?			
A. Cost	30%	41%	43%
B. No college close by offering the courses I want	10	21	20
C. Courses available don't seem useful or practical	9	20	14
D. Courses available not interesting	8	17	12
E. Courses I want are not scheduled when I can attend	18	26	29
F. Home responsibilities	27	32	33
G. Job responsibilities	21	35	39
H. Transportation problems	10	24	14
I. Child care problems	13	25	13
J. Don't know how to get enrolled	2	17	6
K. Teachers would not understand my culture and learning needs	2	14	5
L. No reason for more education	8	18	3
M. Not enough energy or stamina	11	15	7
N. Probably could not do the work	4	18	3
O. Too old to go back to school	15	19	5
P. No longer interested in more schooling	23	19	5
Q. Other reason	7	1	8
R. No answer	1	5	9

time to undertake systematic needs analyses, market surveys, or coordinated planning. As a result, of necessity their programs tend to be reactive rather than progressive: organized after community interest becomes overt and as a result of public initiative, rather than innovative in seeking out needs and stimulating demand.

Second, the most immediate problem in adjusting resources to interest does not appear to lie in the creation of new programs but instead in better publicity, information, and distribution of existing programs. Beside their criticisms of red tape, class schedules, and campus location, group members noted a lack of readily available information or effective educational counseling about educational opportunities. Education officials, besides calling for more additional state financial support for adult programs, emphasized the need for better coordination. Among such comments these are typical:

Generally speaking, we probably have the capacity to deliver almost any kind of program the community needs. I think the real problem you run into is coordination to try to get working relationships and to get word out to the average Joe who wants to take a course in art or where he can go and where it is. The systems are there, but they're just not put together very well.

Instead of thinking about the supposed lack of educational opportunities, the state really ought to look at what can be done to better harness and support the public and private efforts that are going on now. People would be stunned with the magnitude and the richness and the variety of them.

I don't think the solution to our problems is another layer; I think it's a revamping of what we already have. Coordination is the key word. We've got adult education, the community college, the university, the regional occupational program, the library. I don't think we need a fifth or sixth layer. What we've got to do is get the institutions we represent to coordinate and facilitate and revamp what they already have.

Course Title
American Government
American Government
American Government
Citizenship
Civil Rights
English as Second Language
English as Second Language
English as Second Language
English as Second Language
English as Second Language
Government, Local
Government, U.S.
U.S. History

Location	Day and Time	Sponsor
Santa Cruz High School	Th, 7-9:30 p.m.	Adult Education
Sequel High School	W, 7-9:30 p.m.	Adult Education
YMCA	W, 12-3 p.m.	Adult Education
Watsonville High School	M, 7-10 p.m.	Pajaro District
Sequel High School	Th, 7-9:30 p.m.	Adult Education
Area Service Center	M-F, 7-10 p.m.	Pajaro District
Moly Cross Church SC	M-F, 9-12 a.m.	Adult Education
Santa Cruz High School	M-Th, 7-10 p.m.	Adult Education
USC	T, 7-10 p.m.	Adult Education
San Carlos, SC	T, 7-10 p.m.	Adult Education
Watsonville High Sch.	M-Th, 7-10 p.m.	Pajaro District
Watsonville High Sch.	T, 7-10 p.m.	Pajaro District
Watsonville High Sch.	M,W, 7-10 p.m.	Pajaro District
Watsonville High Sch.	T, 7-10 p.m.	Pajaro District

Course Title
Anthropology, Introduction
Archaeology
Cultural
Peace Studies
Physical

Location	Day and Time	Sponsor
Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
Cabrillo College	T 7-10 p.m.	Cabrillo College
Cabrillo College	Th 7-10 p.m.	Cabrillo College
Cabrillo College	Th 7-10 p.m.	Cabrillo College
Cabrillo College	W 7-10 p.m.	Cabrillo College

Course Title
Carpentry
Drywall
Electrician

Location	Day and Time	Sponsor
Watsonville High Sch.	T, Th 7-10 p.m.	Pajaro District
Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Aptos High School	T, W 7-10 p.m.	Pajaro District

Course Title

Acrylics
Acrylic Painting
Appreciation
Arts, Beginning
Art, History of
Calligraphy
Ceramics
Ceramics
Ceramics
Ceramics
Ceramics
Ceramics
Ceramics
Ceramics
Ceramic Techniques, Design
Creative Arts
Creative Arts
Creative Stitchery
Creative Stitchery
Crocheting
Deep Embossing
Design and Color
Drawing & Composition
Etching
Film Making
Handweaving, Beginning
Handweaving, Advanced
Jewelry Casting
Jewelry Casting

Location	Day and Time	Sponsor
Apitos High School	W 7-10 p.m.	Pajaro District
Green Acres School	Th 7-10 p.m.	Live Oak District
Cabrillo College	Th 7-10 p.m.	Cabrillo College
Santa Cruz High Sch.	T,Th 7-10 p.m.	Adult Education
Santa Cruz High Sch.	Th 7-10 p.m.	Adult Education
Cabrillo College	Th 7-10 p.m.	Cabrillo College
Bishop Deon School	T 7-10 p.m.	Adult Education
Branciforte Jr. High	W 7-10 p.m.	Adult Education
Cabrillo College	T,Th 7-10 p.m.	Cabrillo College
Harbor High School	Th 7-10 p.m.	Adult Education
Monte Valle Park	W 9:30a-12:30p	Adult Education
Rio Del Mar School	Th 7-10 p.m.	Pajaro District
Santa Cruz High School	M,W 7-10 p.m.	Adult Education
Sequel High School	M,Th 7-10 p.m.	Adult Education
Watsonville High Sch.	M,T 7-10 p.m.	Pajaro District
Santa Cruz High Sch.	W 7-10 p.m.	USC
Scotts Valley Int.	T 7-10 p.m.	Adult Education
S.E.W.	M 2:45-4:45 p.m.	Pajaro District
Watsonville Hfah Sch.	Th 7-10 p.m.	Pajaro District
Del Mar Middle Sch.	M 7-9 p.m.	Live Oak District
Santa Cruz High Sch.	Sat/Sun 9a-5p.m.	USC
Cabrillo College	M,W 7-10 p.m.	Cabrillo College
Cabrillo College	M,W 7-10 p.m.	Cabrillo College
Brookdale	Th 7-10 p.m.	USC
Apitos Jr. High Sch.	T,Th 7-10 p.m.	Pajaro District
Santa Cruz High Sch.	T 10a-2 p.m.	Adult Education
Santa Cruz High Sch.	Th 10a-2 p.m.	Adult Education
Apflos High School	T 7-10 p.m.	Pajaro District
Harbor High School	Sat. 9:30a-12:30p	USC

Embroidery Casting	Soquel High School	Th 7-10 p.m.	Adult Education
Lapidary	Santa Cruz High Sch.	W 3-6 p.m.	Adult Education
Lapidary	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Lapidary	Sr. Ctr., Opportun.	T,W 9a-12	Adult Education
Leathercraft	Renaissance High Sch.	W 7-10 p.m.	Pajaro District
Macrame & Stitchery	Valencia School	M 7-10 p.m.	Pajaro District
Museums of the Bay Area	Cal. Col./S.F. Bay Area	Sat. 9 a.m.	Cabrillo College
Painting, China	DeAnza Mobil Park	Th 1-4 p.m.	Adult Education
Painting, China	Monte Valle Park	M 1-4 p.m.	Adult Education
Painting, Oil	Apptos High School	T 10-12 p.m.	Pajaro District
Painting, Oil	DeAnza Mobil Park	Th 10a-11 p.m.	Adult Education
Painting, Oil	Harbor High	Th 7-10 p.m.	Adult Education
Painting, Oil	Mid. Co. Sr. Center	W,Th 9a-12	Adult Education
Painting, Oil	Scotts Vly Int. Sch.	W 7-10 p.m.	Adult Education
Painting, Oil	Sr. Ctr. Opportun.	M,W 9:30a-12:30	Adult Education
Painting, Oil	Soquel High School	W 7-10 p.m.	Adult Education
Painting, Oil	Spr. Lakes Mob. Park	T 9:30a-12:30	Adult Education
Painting, Oil	St. Stephens Church	Th 9a-12	Adult Education
Painting, Oil	Vista Del Lago Park	T 1-12 p.m.	Pajaro District
Painting, Oil	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Painting and Sketching	Armas School	T 9:30a-12	Pajaro District
Painting, Watercolor	(Announced)	T 9a-12	Adult Education
Painting, Watercolor	Del Mar School	Sat. 10a-12	Adult Education
Painting, Watercolor	Mid. Co. Sr. Center	W 9a-12	Adult Education
Painting, Watercolor	Mid. Co. Sr. Center	W 1-4 p.m.	Adult Education
Painting, Watercolor	Del Mar Mid. School	Sat. 10a-12	Adult Education
Spinning	Santa Cruz	Sat/Sun 9a-5p.m.	UCSC
Photography	Cabrillo College	T,Th 7-10 p.m.	Cabrillo College
Photography, Beg. Cam.	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Photography, Beg. Cam.	Harbor High School	T 7-10 p.m.	Adult Education
Photography, Beg. Dark R.	Harbor High School	W 7-10 p.m.	Adult Education
Photography, Fund. Technique	Santa Cruz	Th 7-10 p.m.	UCSC
Portrait	Cabrillo College	Sat. 9 a.m.	Cabrillo College
Portrait	Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
Pottery and Candlemaking	Renaissance High Sch.	M-F 1-3 p.m.	Pajaro District
Rug Making, Braided	Mission Hill High	Th 7-10 p.m.	Adult Education
Rug Making, Hooked	Harvey West Park	M 10a-2 p.m.	Adult Education
Sculpture	Harbor High School	T 7-10 p.m.	Adult Education
Silkscreen Printing	Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
Stained Glass	Apptos High School	W 7-10 p.m.	Pajaro District
Stained Glass	Cabrillo College	T 7-10 p.m.	Cabrillo College
Stained Glass, Beginning	Del Mar Elem. School	M,Th 7-10 p.m.	Adult Education
Stained Glass, Beginning	Del Mar Mid. School	M,Th 7-10 p.m.	SC City Sch.
Stained Glass, Beginning	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education
Stained Glass, Lamp Making	Del Mar Elem. School	W 7-10 p.m.	Adult Education
Stained Glass, Lamp Making	Del Mar Mid. School	W 7-10 p.m.	SC City Sch.
Stained Glass, Terrariums	Del Mar. Elem. School	T 7-10 p.m.	Adult Education
Stained Glass, Terrariums	Del Mar Mid. School	T 7-10 p.m.	SC City Sch.
Stitchery	Del Mar Mid. School	Th 7-9 p.m.	SC City Sch.
Stitchery (Knit & Crochet)	Green Valley Rec. Rm.	Th 9a-12	Pajaro District
Stitchery (Knitting)	Mission Hill Jr. High	T 7-10 p.m.	Adult Education
Winter Holiday Art	Apptos HS, Nat. Sch.	Sa/Sun. 9:30a-5p.m.	Adult Education
Woodcarving	Mid. Co. Sr. Ctr.	W,Th 9a-12	Adult Education
Woodcarving	Soquel High School	Th 7-10 p.m.	Adult Education

Course Title	Location	Day and Time	Sponsor
Introduction & Discussion	Cabrillo College	W 7-10 p.m.	Cabrillo College

Course Title	Location	Day and Time	Sponsor
Introduction & Discussion	Cabrillo College	W 7-10 p.m.	Cabrillo College

Course Title	Location	Day and Time	Sponsor
Basic Education	Project S.E.W.	M-F 9a-12	Pajaro District
Basic Education	Project S.E.W.	M-F 1-4 p.m.	Pajaro District
Basic Education	Project S.E.W.	M-Th 7-10 p.m.	Pajaro District
G.E.D. Preparation	Santa Cruz High Sch.	T 7-10 p.m.	Adult Education
High School Equivalent Prog.	Renaissance High Sch.	M-F (time arranged)	Pajaro District
Reading, Basic	Watsonville High Sch.	T-Th 7-10 p.m.	Pajaro District

Course Title	Location	Day and Time	Sponsor
Basic Education	Project S.E.W.	M-F 9a-12	Pajaro District
Basic Education	Project S.E.W.	M-F 1-4 p.m.	Pajaro District
Basic Education	Project S.E.W.	M-Th 7-10 p.m.	Pajaro District
G.E.D. Preparation	Santa Cruz High Sch.	T 7-10 p.m.	Adult Education
High School Equivalent Prog.	Renaissance High Sch.	M-F (time arranged)	Pajaro District
Reading, Basic	Watsonville High Sch.	T-Th 7-10 p.m.	Pajaro District

Reading Development	Santa Cruz High Sch.	T, Th 7-9:30 p.m.	Adult Education
Reading, Speed	Watsonville High Sch.	T, Th 7-10 p.m.	Pajaro District
Reading, Speed & Comprehension	Soquel High School	M 7-9:30 p.m.	Adult Education

BRILLE TRANSCRIPTION

Course Title	Location	Day and Time	Sponsor
Braille Transcription	Green Acres School	T 7-4 p.m.	Adult Education

BUSINESS EDUCATION

Course Title	Location	Day and Time	Sponsor
Bookkeeping	Santa Cruz High Sch.	T, Th 7-10 p.m.	Adult Education
Bookkeeping & Accounting	Watsonville High Sch.	M, W 7-10 p.m.	Pajaro District
Bus. Employment Skills	(Arranged)	Th 7-10 p.m.	Adult Education
Business Machines	Santa Cruz High Sch.	Th 7-10 p.m.	Adult Education
Estates Planning	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education
Financial Accounting	Cabrillo College	M, W 7-9:30 p.m.	Cabrillo College
Graphic Arts	Watsonville High Sch.	(Arranged)	Pajaro District
Managerial Accounting	Cabrillo College	M, W 7-9:30 p.m.	Cabrillo College
Office Machines	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Retirement Counseling	Santa Cruz High Sch.	Sat. 8:30-4 p.m.	UCSC
Shorthand	Watsonville High Sch.	M, W 7-10 p.m.	Pajaro District
Shorthand, Beginning	Santa Cruz High Sch.	M, Th 7-10 p.m.	Adult Education
Shorthand, Brushup	Santa Cruz High Sch.	M 7-10 p.m.	Adult Education
Simulated Office Practice	Santa Cruz High Sch.	M, W 7-10 p.m.	Adult Education
Stenotype	(Arranged)	(Arranged)	Pajaro District
Typing, Beginning	Santa Cruz High Sch.	T, Th 7-9:30 p.m.	Adult Education
Typing, Beginning	Soquel High School	M, W 7-9:30 p.m.	Adult Education
Typing, Beginning	Scotts Valley Int. Sch.	M, W 7-10 p.m.	Pajaro District
Typing, Advanced	Watsonville High Sch.	M, W 7-10 p.m.	Pajaro District
Typing, Refresher	Santa Cruz High School	W 7-10 p.m.	Adult Education

CONSTRUCTION TECHNOLOGY

Course Title	Location	Day and Time	Sponsor
Rome Planning	Cabrillo College	F 7-10 p.m.	Cabrillo College

ENGLISH & LITERATURE

Course Title	Location	Day and Time	Sponsor
Children's Literature	Aptos High School	Th 7-10 p.m.	UCSC
English, Basic	Santa Cruz High Sch.	M 7-10 p.m.	Adult Education
English 1-2	Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
English 3-4	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
English, Grammar	Santa Cruz High Sch.	Th 7-10 p.m.	Adult Education
English Literature	Santa Cruz High Sch.	S 7-10 p.m.	Adult Education
Language Arts (Games, etc.)	UCSC	F 7p.m., Sun. 5p.m.	UCSC
Writers Off the Page	UCSC	Sat. 10a-4:30 p.m.	UCSC

FOREIGN LANGUAGES

Course Title	Location	Day and Time	Sponsor
French, Beginning	Santa Cruz High Sch.	T 7-9:30 p.m.	Adult Education
French, Conversational	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
French for Travelers	Cabrillo College	Th 7 p.m.	Cabrillo College
German	Casta Del Rey	Th 1-4 p.m.	Adult Education
German	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education
German, Conversational, Beg.	Sr. Cit. Opportun.	W 9:30a-11:30	Adult Education
German, Conversational, Int.	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Italian	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Portuguese, Conv. Beg.	Santa Cruz High Sch.	W 7-9:30 p.m.	Adult Education
Spanish, Beginning	Branciforte Jr. High	T 7-10 p.m.	Adult Education
Spanish, Beginning	Del Mar Elem. School	W 7-9 p.m.	Adult Education
Spanish, Beginning	Santa Cruz High Sch.	M, Th 7-10 p.m.	Adult Education
Spanish, Beginning	Scotts Valley Int. Sch.	W 7-10 p.m.	Adult Education
Spanish, Conv. Beg.	Del Mar Middle School	W 7-9:30 p.m.	SC City Sch.
Spanish, Conv. Beg.	Portola Heights	W 7-9 p.m.	Adult Education
Spanish, Conv. Beg.	Watsonville High Sch.	M 7-10 p.m.	Pajaro District
Spanish, Conv. Int.	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Spanish, Conv. Adv.	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Spanish, Intermediate	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education

GEOGRAPHY

Course Title	Location	Day and Time	Sponsor
Geography	Watsonville High Sch.	W 7-10 p.m.	Pajaro District

HISTORY

Course Title	Location	Day and Time	Sponsor
Pioneers and Calif. Indians	UCSC	Sat/Sun 8:30a-4:30	UCSC
U.S. History	Santa Cruz High Sch.	W 7-9:30 p.m.	Adult Education
U.S. History	Soquel High School	T 7-9:30 p.m.	Adult Education

HOMEMAKING

Course Title	Location	Day and Time	Sponsor
Cake Decorating	Watsonville High Sch.	M 7-10 p.m.	Pajaro District
Cake Decorating	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Cake Decorating, Beginning	Del Mar Middle School	T 7-9 p.m.	Live Oak District
Cake Decorating, Intermediate	Del Mar Middle School	Th 7-9 p.m.	Live Oak District
Clothing Constr., Advanced	Cabrillo College	M 6-10 p.m.	Cabrillo College
Consumer Economics	Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
Cooking, Continental	Renaissance High Sch.	W 7-10 p.m.	Pajaro District
Cooking, Mexican	Branciforte Jr. High	W 7-10 p.m.	Pajaro District
Floral Arrangement	E. A. Hall School	W 7 p.m.	Pajaro District
Furniture Refinishing	Del Mar Middle School	M 7-10 p.m.	SC City Sch.
Home Skills (Sew., Cooking)	Renaissance High Sch.	T, Th 1-3 p.m.	Pajaro District
Interior Design	Cabrillo College	W 7-10 p.m.	Cabrillo College
Marriage and Family	Cabrillo College	T 7-10 p.m.	Cabrillo College
New Consumer, The	Scotts Valley Int. Sch.	T 7-10 p.m.	Adult Education
Pattern Drafting & Design	Green Acres School	W 7-10 p.m.	Adult Education
Sewing, Beginning	Del Mar Elem. School	Th 7-10 p.m.	SC City Sch.
Sewing, Beginning	Del Mar Middle School	Th 7-10 p.m.	Pajaro District
Sewing, Beginning	E. A. Hall School	M, T 7-10 p.m.	Pajaro District
Sewing, Beginning	Santa Cruz High Sch.	T 3-6 p.m.	Adult Education

Sewing, Beginning	Project S.E.M.	M 7-10 p.m.	Pajaro District
Sewing, Beginning	Soquel High School	T 7-10 p.m.	Adult Education
Sewing, Beginning-Inter.	Harbor High School	W 7-10 p.m.	Adult Education
Sewing, Beginning-Inter.	Scotts Valley Inter.	M 7-10 p.m.	Adult Education
Sewing, Beginning-Inter.	Soquel High School	T 3-6 p.m.	Adult Education
Sewing, Beginning-Adv.	Aptos High School	W 7-10 p.m.	Pajaro District
Sewing, Beginning-Adv.	Watsonville High Sch.	M, T 7-10 p.m.	Pajaro District
Sewing, Intermediate	Del Mar Elem. School	M 7-10 p.m.	Adult Education
Sewing, Intermediate	Harbor High School	Th 7-10 p.m.	Adult Education
Sewing, Intermediate	Santa Cruz High School	T, W 7-10 p.m.	Adult Education
Sewing, Intermediate-Adv.	Soquel High School	Th 7-10 p.m.	Adult Education
Sewing, Adv. & Tailoring	Del Mar Middle School	M 7-10 p.m.	SC City Sch.
Sewing With Knits	Santa Cruz High Sch.	M, Th 7-10 p.m.	Adult Education
Sewing With Knits	Harbor High School	T 7-10 p.m.	Adult Education
Sewing, Knits, Pattern Adj.	Rolling Hills Jr. High	T, W 7-10 p.m.	Pajaro District
Sewing, Pattern Design	Aptos High School	Th 1-4 p.m.	Pajaro District
Tailoring	Green Acres School	T 7-9:30 p.m.	Pajaro District
Upholstery	Watsonville High Sch.	W, Th 7-10 p.m.	Pajaro District
Upholstery	Del Mar Middle School	Th 7-10 p.m.	SC City Sch.
Upholstery	Green Valley Apts.	M, W 7-10 p.m.	Pajaro District

INTERPERSONAL RELATIONS

Course Title	Location	Day and Time	Sponsor
Atkido	Cabrillo College	T, Th 7 p.m.	Cabrillo College
Gestalt, Introduction to	Cabrillo College	W 7 p.m.	Cabrillo College
Jungian Psychology	Cabrillo College	M 7 p.m.	Cabrillo College
Tarot	Cabrillo College	Fr, Sat, Sun	Cabrillo College
Yoga	Cabrillo College		Cabrillo College

MATHEMATICS & SCIENCE

Course Title	Location	Day and Time	Sponsor
Algebra, Elementary	Santa Cruz High Sch.	T 7-10 p.m.	Adult Education
Biology	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Chemistry	Santa Cruz High Sch.	T, Th 7-10 p.m.	Adult Education
Ecology of a Coastal Marsh	UCSC	Sat, Sun. 9a-4:30p.m.	UCSC
Forest & Sea (Earth Sci.)	Del Mar Middle School	T 7-10 p.m.	Adult Education
Forest & Sea (Earth Sci.)	Del Mar Middle School	W 7-10 p.m.	SC City Sch.
Forest & Sea (Earth Sci.)	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education
Intro. Children to Nature	Big Basin	Sat, Sun. 9a-2 p.m.	UCSC
Landscape With Nature	UCSC	Sat. 9a-5 p.m.	UCSC
Marine Mammals	UCSC	Sat. 10a-4 p.m.	UCSC
Mathematics, General	Santa Cruz High Sch.	N, W 7-10 p.m.	Adult Education
Mathematics, General	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Metric System, Intro.	(Arranged)	(Arranged)	Pajaro District
Monterey Bay Area Birds	Cab. Coll./Monterey Bay	T, Sat. 7 p.m.	Cabrillo College
Natural History of S.C.Co.	Santa Cruz High Sch.	W 7-10 p.m.	Adult Education
Porpoise	UCSC	W 7-10 p.m.	UCSC
Science, General	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Shore Birds of Mont. Bay	UCSC	Sat, Sun. 9a-2 p.m.	UCSC
Two Redwoods	UCSC/Yosemite	W 7-9 p.m.	UCSC

MEDICAL AND DENTAL

Course Title	Location	Day and Time	Sponsor
Natural Healing	Cabrillo College	W 7 p.m.	Cabrillo College
Nurse Aide & Orderly	Community Hospital	M-F 7:30a-4:30 p.m.	Adult Education

MUSIC

Course Title	Location	Day and Time	Sponsor
Band	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
Community Band	Del Mar Middle School	T 7-9:30 p.m.	SC City Sch.
Community Band & Orchestra	Del Mar School	T 7-9:30 p.m.	Adult Education
Guitar	Del Mar School	W 7-10 p.m.	Adult Education
Guitar	Santa Cruz High Sch.	Th 7-10 p.m.	Adult Education
Guitar	Scotts Valley Int.	M 7-10 p.m.	Adult Education
Guitar, Beginning	Del Mar Middle School	M 7-9 p.m.	SC City Sch.
Guitar, Beginning & Int.	Watsonville High Sch.	M (Arranged)	Pajaro District
Music, Instrumental	Santa Cruz High School	W 7-9 p.m.	Adult Education
Music, Vocal (Men)	Soquel High School	W 7-10 p.m.	Adult Education
Music, Vocal (Mixed Chor.)	Sr. Cit. Opportun.	Th 1-3 p.m.	Adult Education
Music, Vocal (Women)	Soquel High School	W 7-10 p.m.	Adult Education
San Francisco Opera	Cab. Coll./SF Opera Hs	(Arranged)	Cabrillo College

PHILOSOPHY

Course Title	Location	Day and Time	Sponsor
Philosophy & Ct. Affairs	Bay View Apts. (Cap.)	Th 1-2 p.m.	Adult Education
Philosophy & Ct. Affairs	Casta Del Rey	T 11a-12	Adult Education

PHYSICAL FITNESS & RECREATION

Course Title	Location	Day and Time	Sponsor
Body Conditioning, Coed	Watsonville High Sch.	M 7-10 p.m.	Pajaro District
Body Conditioning, Men	Watsonville High Sch.	T, Th 7:30-9:30 p.m.	Pajaro District
Body Conditioning, Women	Aptos High School	W 7:30-9:30 p.m.	Pajaro District
Body Conditioning, Women	Renaissance High Sch.	W 7:30-9:30 p.m.	Pajaro District
Body Conditioning, Women	Watsonville High Sch.	M, W 7:30-9:30 p.m.	Pajaro District
Chess Club	Del Mar Middle School	W 7-10 p.m.	Live Oak District
Finger Spell. & Sign Lang.	(Arranged)	(Arranged)	Pajaro District
Physical Fitness, Co-ed	Del Mar Gym	M, W 7-9 p.m.	Adult Education
Physical Fitness, Co-ed	Del Mar Middle School	M, W 7-9 p.m.	SC City Sch.
Physical Fitness, Co-ed	Harbor High Gym	M, W 7-9 p.m.	Adult Education
Physical Fitness, Co-ed	Scotts Valley Int.	T, Th 7-9 p.m.	Adult Education
Physical Fitness, Men	Del Mar Middle School	Th 7-9 p.m.	SC City Sch.
Physical Fitness, Men	Santa Cruz High Sch.	T, Th 7-9 p.m.	Adult Education
Physical Fitness, Men	Soquel High Gym	M, W 7-9 p.m.	Adult Education
Physical Fitness, Women	Del Mar Gym	T, Th 7-9 p.m.	Adult Education
Physical Fitness, Women	Del Mar Middle School	T 7-9 p.m.	SC City Sch.
Physical Fitness, Women	Santa Cruz High Gym	T, Th 7-9 p.m.	Adult Education
Physical Fitness, Women	Shor. Line Mobil Park	M, W 11a-12	Adult Education
Physical Fitness, Women	Soquel High Gym	M, W 7-9 p.m.	Adult Education
Scuba	Cabrillo College	W, F 7 p.m.	Cabrillo College

PRE-SCHOOL AGE CLASSES

Course Title	Location	Day and Time	Sponsor
Coop. Nursery Schools	Soquel Nursery Sch.	(Arranged)	Adult Education
Coop. Nursery Schools	West Side Nursery Sch.	(Arranged)	Adult Education

1-10 & Loop Nursery Natal Instruction	Callaghan Park Dominican Hospital	M-F 9a-12 T,Th 7-10 p.m.	Adult Education Adult Education
PSYCHOLOGY			
Course Title	Location	Day and Time	Sponsor
Adolescent Psychology	Aptos High School	Weekends	UCSC
Communication Disorders	Aptos High School	T 7-10 p.m.	UCSC
Dev. Human Poten.-Children	Aptos High School	W 7-10 p.m.	UCSC
Dreams	UCSC	Sat/Sun 9a-5 p.m.	UCSC
Gestalt Appr. to Art Therapy	Soquel High School	Wed. - Sun.	UCSC
Group Counseling - Women	Santa Cruz	Th 9:30-12, and Sat. Nov. 2, 9a-5	UCSC
Group Encounter	Santa Cruz High Sch.	T 7-10 p.m.	Adult Education
Helping the Problem Smoker	UCSC	F 7 p.m., Sat. 5 p.m.	UCSC
How Do People Change?	UCSC	Sat/Sun 9a-5 p.m.	UCSC
Parapsychology, Survey of	Harbor High School	T 7-10 p.m.	UCSC
Parenting	Del Mar Middle School	T 7-9 p.m.	SC City Sch.
Psycho-Cybernetics	Santa Cruz High Sch.	M 7-10 p.m.	Adult Education
Psychology	Scotts Vly Int. Sch.	M 7-10 p.m.	Adult Education
Struct. Trans. Analysis	Del Mar Middle School	Th 7-9:30 p.m.	SC City Sch.
Theory to Practice	Aptos High School	Sat. 8a-5 p.m.	UCSC
SAFETY			
Course Title	Location	Day and Time	Sponsor
Boat Safety & Navigation	Harbor High Sch. Lt.	T 7:30-9:30 p.m.	Adult Education
Bus Driver's Education	Watsonville High Sch.	(Arranged)	Pajaro District
Driver's Education & Trng	Watsonville High Sch.	T,Th 7-10 p.m.	Pajaro District
First Aid	Watsonville High Sch.	Arr. by Red Cross	Pajaro District
Instructional Aide Training	(Arranged)	M-F 8a-12	Adult Education
Parental Vol. Training	Santa Cruz High Sch.	M-W 7-10 p.m.	Adult Education
School Bus Driving	Santa Cruz High Sch.	T 7-9:30 p.m.	Adult Education
SOCIOLOGY			
Course Title	Location	Day and Time	Sponsor
Sociology	Watsonville High Sch.	M 7-10 p.m.	Pajaro District
Sociology I	Watsonville High Sch.	W 7-10 p.m.	Pajaro District
THEATER ARTS			
Course Title	Location	Day and Time	Sponsor
Choreography	UCSC	Sat/Sun 9a-4:30 p.m.	UCSC
Drama (SC City Theater)	709 Pacific Ave.	M-F 7-10 p.m.	Adult Education
Drama Beginning-Inter.	Santa Cruz High Sch.	T,W 7-10 p.m.	Adult Education
VOCATIONAL T & I			
Course Title	Location	Day and Time	Sponsor
Administration of Justice	Cabrillo College	M-F 8:30a-10	ROP
Aerospace I	Cabrillo College	M-F 8:30a-10	ROP
Aerospace II	Mat. Airport	(Arranged)	ROP
Auto Maint. & Repair	Del Mar Elem. School	M 7-10 p.m.	Adult Education
Auto Maint. & Repair	Del Mar Mid. School	M 7-9:30 p.m.	SC City Sch.
Auto Maint. & Repair	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Auto Maint. & Repair	Soquel High School	T,Th 7-10 p.m.	Adult Education
Auto Mechanics (Men)	Watsonville High Sch.	M,W 7-10 p.m.	Pajaro District
Auto Mechanics (Women)	Watsonville High Sch.	T 7-10 p.m.	Pajaro District
Auto Mechanics & Tune-up	Santa Cruz High Sch.	M-F 8:30a-10	ROP
Baking, Institutional	Branciforte Jr. High	M-F 5:30a-10	ROP
Body Shop	Watsonville High Sch.	Th 7-10 p.m.	Pajaro District
Cosmetology	(Arranged)	(Arranged)	ROP
Drafting & Constr. Tech.	Cabrillo College	M-F 8:30a-10	ROP
Electricity & Electronics	Renaissance High Sch.	M,Th 7-10 p.m.	Pajaro District
Electricity & Electronics	Renaissance High Sch.	M,Th 9a-12 & 1-4p.m.	Pajaro District
Electronics	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Electronics Servicing	Cabrillo College	M-F 8:30a-10	ROP
Farm Machinery Repair	Watsonville High Sch.	M,W 7-10 p.m.	Pajaro District
Food Preparation, Instit.	County Hospital	M-F 8a-10	ROP
Food Services	Harbor High School	M-F 8:30a-10	ROP
Furniture Refinishing	Del Mar Elem. School	M 7-10 p.m.	Adult Education
Graphic Arts	Harbor High School	M-F 8:30a-10	ROP
Hospital Cent. Serv. Tech.	County Hospital	M-F 8:30a-10	ROP
Machine Shorthand	Aptos High School	M,T,Th 7-10 p.m.	ROP
Mechanical Servicing	Cabrillo College	M-F 8:30a-10	ROP
Metal Shop	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Oceanography	Watsonville High Sch.	T,Th 7-10 p.m.	Pajaro District
Pastry Chef	Harbor High School	M-F 8:30a-10	ROP
Powder Puff Auto Shop	Branciforte Jr. High	T,Th 7-10 p.m.	Adult Education
Printing & Silk Screen	Santa Cruz High Sch.	Th 7-10 p.m.	Adult Education
Small Engines Maintenance	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Short Order Cook, Malt.	Santa Cruz High Sch.	T 7-10 p.m.	Adult Education
Upholstery	County Hospital	M-F 11:30a-1:30	ROP
Video Workshop	Del Mar Elem. School	W,Th 7-10 p.m.	Adult Education
VW Maintenance & Repair	(Arranged)	(Arranged)	Pajaro District
VW Maintenance & Repair	Del Mar Mid. School	W 7-10 p.m.	Adult Education
Woodshop, Basic	E. A. Hall School	T 7-10 p.m.	SC City Sch.
Woodshop	Branciforte Jr. High	T,Th 7-10 p.m.	Pajaro District
Woodshop	Del Mar Elem. School	T 7-10 p.m.	Adult Education
Woodshop	Del Mar Mid. School	T 7-10 p.m.	SC City Sch.
Woodshop	Santa Cruz High Sch.	M,W 7-10 p.m.	Adult Education
Woodshop	Santa Cruz High Sch.	T,Th 6-10 p.m.	Adult Education
Woodshop	Scotts Vly Int. Sch.	W 7-10 p.m.	Adult Education
Woodshop	Soquel High School	M,W 7-10 p.m.	Adult Education
Woodshop (Women)	Watsonville High Sch.	M,W 7-10 p.m.	Pajaro District
	Rolling Hills Jr. HI	Th 7-10 p.m.	Pajaro District

AUBURN

Donald Fisher

The Community

Auburn is a small, picturesque city in the foothills of the famous Mother Lode area. To the east, the Sierra Nevadas provide a beautiful backdrop; to the west lies the Sacramento Valley. Located 130 miles northeast of San Francisco and 38 miles northeast of the state capital of Sacramento on Interstate 80, Auburn is built on a number of ridges at an elevation of 1200 feet. Although its population is only 7,000, it is the county seat of Placer County, and serves an additional 10,000 people in unincorporated areas nestled in the surrounding valleys immediately outside, and acts as a retail trading center for a population of 40,000. The compact older part of the city contains some beautiful and historic buildings from the gold-rush era. Overall, the city has a fresh, rural appeal that is presently causing some radical demographic changes. Auburn has long attracted retirees, but the number of senior citizens has been increasing rapidly in the last few years. The arrival of young families, both professional and unemployed, who wish to escape from the deleterious effects of urban living, is a new development. On the one hand, Auburn is becoming a bedroom community for Sacramento, where most of the professionals work; on the other, many unemployed and welfare-recipients are attempting to return to a simpler, rural life-style isolated from the metropolis. One is aware of a certain amount of tension between the older established families and the 'newcomers', although economically the professionals are seen as a positive addition to the community.

Over 90 percent of Auburn's population is white. The only minorities of any size are American Indians and Mexican-Americans. Although the economy of the surrounding region is based on agriculture (chiefly pears and plums) and lumbering--both industries in which employment is seasonal--in contrast, the city economy is based on trade and service as the center of county government. These trade and service activities account for 83 percent of Auburn's employment. Only 14 percent of the working population create new products--7 percent in construction and 7 percent in manufacturing--while the remaining 3 percent work in miscellaneous activities. All in all, the market-town aspect of Auburn creates the impression of a busy, competitive town, while its beautiful setting and historical character give the city a peaceful and relaxed charm.

Opportunities for Postsecondary Education

Postsecondary opportunities in Auburn extend from community-based projects and adult school courses to degree programs at public and private colleges.

Sierra Community College. The main campus is at Rocklin, approximately 10 miles south of Auburn, but the college offers courses in six other communities: Grass Valley, Truckee, Tahoe City, Auburn, Colfax and Roseville. Programs are offered in vocational, adult and general education for a fee of \$5 per hour for the first 9 hours, beyond which tuition is free. Courses lead to an AA degree or to numerous certification in the professional and vocational fields. The college is a vital, up-to-date institution, constantly trying to respond to the community's needs. In addition to providing a twice daily bus service from Auburn to Rocklin, the evening sessions have been extended and often include local speakers.

In the fall quarter 1974, the college offered approximately 2,000 courses with a total enrollment of 4,000 students. The majority of these students (75%) took the courses for credit. The most popular areas of study are vocational skills, social sciences, and education (or teaching). It would seem reasonable, in the absence of specific data, to suppose that Auburn residents account for about one-eighth of the total enrollment, i.e., about 500 students.

Recently in Auburn, SCC has been offering courses in poetry, politics, adventure, travel, and psychic phenomena. It appears that a substantial amount of the interest in Auburn centers on personal development learning. One interesting innovation is the Mobile Home Economy Unit, which comes into the community and provides classes on nutrition, child care, and budgeting. This unit has received a significant response from lower socio-economic families.

University Extension, University of California, Davis. Last fall, this program offered four upper-division courses in Auburn and enrolled 90 students. Admission was limited to college juniors or above, and fees ranged from \$40 to \$60. Approximately 75% of the students were enrolled for credit. Two of these courses, in the area of education and teaching, had a joint enrollment of 50. A third, in psychology ("Loneliness and Its Alternatives"), offered in cooperation with the Auburn-Placer County Library, had an enrollment of 20. The fourth, "In Search of the American Dream," offered through the local newspaper, the Auburn Journal, enrolled another 20. For this course, which appeared in 17 other newspapers in California and which receives support from the Exxon Educational Foundation and the National Endowment for the Humanities, U.C. Davis provides the lectures and handles

two on-site examinations in the local library. Because extension courses are expensive, its Auburn students are usually middle class professionals, such as teachers or nurses, who enroll for their career development.

For those who can receive television signals from KQED in San Francisco, "The Ascent of Man" by Jacob Bronowsky can be taken for lower-division credit at Sierra Community College or at the upper division through University Extension. Although University Extension offers degree programs through televised lectures from the University of California, Davis, to centers linked by telephone to the Davis classrooms, as yet this service does not extend into Auburn.

California State University, Sacramento. "Sac State," as CSUS is known in Auburn, is the closest four-year institution. Some 30 miles away, it is a comprehensive institution offering a more or less complete range of undergraduate and MA-level programs. According to the registrar, CSUS enrolls 575 people from Placer County, of which about 150 would be from greater Auburn. In the fall of 1974, CSUS Extension had no offerings in Auburn.

Adult Education, Placer County Office of Education. Adult classes are offered through the Placer County High School District; in three centers, Auburn, Colfax and Loomis. These classes have concentrated on business education, English and arts/crafts. A course for senior citizens on retirement is presently being offered by the school in Auburn. About 450 local residents are currently enrolled in the 27 courses offered by the Auburn area Adult School.

Private Colleges. Both Golden Gate University of San Francisco and Chapman College of Orange offer extension courses in Auburn. In cooperation with the local library, Golden Gate conducted a course this fall in public administration leading to a master's in public administration for 20 students at a fee of \$156 per quarter. In conjunction with the Placer County Personnel

Department, Chapman College offered a master's level course in counseling leading to an MA for some 12 students at a fee of \$153 for the course.

Community Educational Resources

The Auburn Recreational Department offers a large number of recreational courses including cooking, square dancing, and handiwork. With approximately a 100 square miles of district, the Department has a full-time job trying to keep up with the needs of the area. During the fall, over 100 courses were being offered with an approximate enrollment of 20 per course. The program is mainly funded by taxes although minimal fees are also charged.

Through Sierra Community College, Placer County offers supervision and management courses in Auburn. If a student completes 18 units of this program he/she is awarded a certificate in either supervision or management. Six courses were being offered with an approximate enrollment of 150 students. All of these courses were being taken for credit.

The main purpose of the Regional Occupation Program, funded by the state, is to link vocational goals of high school students and adults into the occupational opportunity structure. The Placer County program has attempted to use the communities as classrooms by drawing in local speakers and teachers, and by utilizing available facilities. After completing vocational skill classes the students receive a Certificate of Completion. During the fall, six courses were being offered, with a total enrollment of 14.

The Telebrary is a collection of approximately 60 television cassettes housed in the Auburn Library, which were produced by Consumnes River Community College. This project was originally financed under Title I, as an outreach program for senior citizens. The cassettes available are in two series: 'Of Time and Money', which focuses on services available, consumerism, etc., and 'Home Gardening.' The color cassettes can be viewed individually or in a

group, and are intended to be lively and interesting. At the viewers request, the chosen topics are presently in a 'Today Show' format. Through the partnership between a community college consortium and local libraries, the project serves communities from Chico to Modesto. New topics of interest include "Parent-Child Relation/Child Development", and "Women and their Place in Society".

The Telebrary is being used in the Auburn area for credit at U.C. Davis. The course (nursing) is designed and produced on tape at U.C. Davis, and the programs are then sent to the nurses on a scheduled basis. The machines in the library are used several mornings per week by the nurses from the Welfare Department and the county hospitals.

Auburn's most unique educational offerings are sponsored by two independent community associations. The Auburn Neighborhood Council is running a Nutrition Center. Utilizing state and federal funds, the Center provides meals, nutrition services, and educational services in the form of crafts and visiting speakers for the poor and particularly the old. Approximately 200 were taking advantage of these services this fall. In addition, the council is seeking funds for a vocational-career education program which would offer English, mathematics, skills training and diagnostic testing. The Placer Indian Heritage Project is represented on the council.

The Committee for Assistive Life Education or the Life Education Committee, a joint effort by the First Congregational Church and a number of local social service agencies and educational institutions, is designed to prepare people to "handle those situations and problems which occur throughout the

life cycle".* The committee has offered five courses in the past two years in cooperation with the Placer County library, the Placer Adult School, Sacramento State College, the American Association of University Women, and other organizations: "On Being a Parent"; "The Space Between Us" (a workshop in human communication); "Matters of Life and Death"; "Looking at Life"; and, "Women in Search of Self". Credit has been available for some of these courses and they have without exception attracted large numbers of participants, both because the Committee has avoided the paternalism that so often pervades welfare or educational offerings in these areas and because it ascertained the needs of the community through three extensive surveys which revealed that the subjects of marriage, human communication, parenting, vocational adjustments and interpersonal relationships rank highest in interest among Auburn's population.

Educational Interests

This section will address the information collected from people in Auburn about their educational interests through administration of the Adult Education Interest Questionnaire (AEIQ) and from discussions held with Phase III participants. On pp. 44-47 following this report, a table summarizes the questionnaire data. The table lists the following percentages: totals from the statewide Field Poll; total community estimates provided by the Phase II leaders in Auburn; the composite responses of Phase III participants; and the responses of six groups who were contacted during the Phase III

* An unpublished doctoral thesis, "Toward A Broader Understanding of Pastoral Care: A Ministry of Life in the Secular Community", by Ronald M. Westerman, (San Francisco Theological Seminary, 1974). Westerman is presently minister at the First Congregational Church in Auburn.

visit.* The questions in the table (excepting the last two-items 11 and 12) represent the responses of those people (73 in number or 88% in the Auburn sample) who wished to engage in some form of further learning during the next two years. Within this group, the percentages in terms of sex, age and race, are approximately the same as for the total sample. As one would expect, the percentage of senior citizens drops (and this group was already underrepresented in the total sample at 7%), while the group under 40 years of age increases its representation. It is interesting to note that the majority of the respondents were well educated, were not poor, and were employed in middle-class occupations. Approximately 90% of the sample had completed high school, while 42% had a college degree. Similarly, 60% were earning more than \$10,000 in middle-class occupations. The sample is not representative of the total community on any of these three variables, in particular, the occupation and education variables.

Interest in Further Education. As noted earlier, the great majority of respondents (88%) were interested in further education. This figure differs markedly from both the Field Poll data (59%), and the estimate made by the community leaders (41%). Certainly, the figure of 88% seems extraordinarily high and is probably related to the educational background of the sample. When one examines the group responses, it is apparent that the only significant negative responses came from

*The subgroups for which responses were tabulated in Auburn were a cross section of educators, Neighborhood Council representatives, a library group, some middle-management personnel (enrolled in a class in management), Headstart workers, and welfare workers.

the Neighborhood Council and the welfare workers. The former group contained the poorest and least educated members of the sample. The negative response of the welfare workers is related to their high educational background in that a number of this group wished to pursue a Masters Program (M.S.W.), but were unable to do so because courses were offered only during the day at an institution 30 miles away.

Area of Interest. The major areas of interest for the Auburn composite sample were Business/Public Administration (29%), the Humanities (18%), Social Science/etc., (12%), and Psychology/etc., (10%). In other words, 59% of the respondents chose one of these four areas. Once again these figures differ markedly from both the Field Poll and the estimates made by the Phase II informants. In the eyes of the community leaders and the Field Poll two quite different areas were seen to be important: Arts/Crafts/Hobbies (30% and 17%), and Vocational Skills/Trades (27% and 18%). Very few members of our sample of respondents chose either area. The only area about which the three sources expressed some agreement was Business/Public Administration.

The inclusion in the sample of a large number of professional workers in education, social welfare, and management probably accounts for the areas chosen. Almost certainly, the lack of interest in vocational education does not reflect the total Auburn community's interests. Our staff was aware that a number of low-income and welfare families were moving into the area, and we obtained feedback from some of the meetings as to their needs. Both the Neighborhood Council and the Headstart workers insisted that the primary area of interest for

these people was job-related education. The explanation of why the Neighborhood Council members ignored the relevant categories--

Vocational/Trades and Basic Skills -- is probably to be found among the 58% who chose either the "no answer" or "other" categories.

Reasons for Further Learning. The respondents were asked to check off from a list of possible reasons for interest in further learning those that they preferred. The majority checked six categories. The three sources of data* agree with regard to their first three choices, i.e., "To be better informed, gain new knowledge" (69%, 32%, 85%), "Personal Satisfaction" (66%, 31%, 75%), and "To improve income" (44%, 28%, 59%). For the community sample and the Field Poll, the first two reasons stand out as being particularly important. Similarly, all three sources attached importance to the vocational reason, "To prepare for a job" while the sample focused on another job-related reason, "For a job requirement, etc..".

It is difficult to interpret the high responses to alternatives C and D (see table), except to note that they are very general and that most people would check them without hesitation. The job-related categories were emphasized because the sample included three groups who would receive credit (improved income and promotion) with further qualifications, i.e., the middle-management, Headstart and Welfare groups.

Preferred Ways of Learning. The community sample chose two ways of learning for special consideration. They were "On-the Job Training--Employer sponsored" (77%), and "Evening Classes at location within five miles from home" (68%). Three other ways of learning were given

* Field Poll, Phase II leaders, and the total number of Auburn Phase III respondents.

almost equal preference: "Learning that combines work experience and meeting with instructor" (58%); "Conventional classes during the evening at nearest college campus" (53%); and, "Independent study in consultation with an instructor" (51%). There was substantial agreement between all three sources on this question.

In summary, the sample wanted further learning to be coordinated with work experience, and in particular, they wanted their employers to sponsor their education. This links with the results of the previous section, in that the education desired by many was job-related. In addition, courses should be offered in the evening, at a location within five miles of home. As one teacher put it: "I have found in the courses I have taken that the most successful for me are held after school in a convenient location to my job or to my home." Similarly, a social worker mentioned that she "would be interested in additional formal education if it was late in the afternoon or in the evening and did not require a heavy schedule."

Preferred Place of Learning. The sample again confirmed the importance of location, when they chose "an adult learning center within five miles of home" (19%), as a preferred place of learning. Yet it should be noted that the category to score highest on this question was "a community college campus." There was some agreement between all three sources with regard to the above choice, although the statewide Field Poll also emphasized a State University or College campus.

Three other categories were given almost equal status by the Auburn respondents. They were an "open college, etc.," (12%), "at

place of work" (12%), and "at home, through television" (11%). The Neighborhood Council responses were interesting in that 43% indicated that they would prefer to learn at home. The community sample in general wants their further education to be conveniently near to home and in a setting that is most likely to be receptive to the needs of the community, i.e., "adult learning center" or "community college."

Interest in Credit for Learning. Our community sample indicated a definite interest in receiving credit for learning. A total of 38% chose the three degree options (E, F, G). Yet at the same time a significant proportion (39%) were interested in the personal growth categories, i.e., they did not want academic credit and would be satisfied with a "statement of satisfactory completion" (categories A and B). Both the other sources agreed with the latter choices, although the community leaders also emphasized the lower academic and vocational qualifications (categories C, D and E). In this regard, the Phase II responses are probably more indicative of the total Auburn population than are the community sample responses.

The high educational level of the respondents possibly explains why they chose non-degree personal growth categories at the percentage level they did, but the congruity between the three sources perhaps indicates a broader societal move toward this type of education.

Cost Considerations. The vast majority of the community sample (87%) could not afford to pay more than \$60 for a course. The other two sources of data agreed with this judgment although

the community leaders placed more emphasis on free education.* Many of the Phase III participants made comments about the cost of education either directly or indirectly. The direct costs of working to obtain an advanced degree through either extension or a private college were prohibitive for many. Secondly, the indirect costs (travel, child care, work release) of attending Sierra Community College or Sacramento State College tended to make potential students hesitant about enrolling.

The three sources all agreed that the maximum amount of time they could devote to further education was 20 hours per week.

Educational Services Desired. The total community sample seemed uncertain regarding the type of educational service they desired. The only significant choice was the traditional "course or other program of learning" (54%). Both the Field Poll and the community leaders agreed with this choice. Many other categories were chosen by the sample, including the category "obtain information about educational opportunities in region," also emphasized by the community leaders. Linking with the earlier responses concerning the interest in higher education, a larger percentage of the Field Poll said they would "not be interested in using any of these services" (39%), and the "community leaders" estimated that 20% of the community would use none of the services listed.

It is interesting to note that 11% of the community sample checked the "no answer" category. No clear picture emerges from the

*The subgroup of educators were an exception in Auburn in regard to the cost they were willing to bear, in that 60% were willing to spend more than \$60.

community responses, except a measure of confusion about which services they prefer. Even within specific subgroups, no significant patterns were found. Perhaps many did not understand sufficiently well what the various services would actually involve.

Perceived Barriers to Further Education. The total community sample emphasized four reasons for not enrolling in some kind of study in the next two years. In order, they were: "job responsibilities" (45% of the total sample, and the largest problem for the educator and Neighborhood Council groups); "cost" (42%, and the greatest barrier for the Headstart and welfare workers); "scheduling problems" (37%, and the worst problem of the middle-management group); and "home responsibilities" (35%). In addition, a significant proportion of the total sample (33%), and the largest percentage in the library group, chose the option "no college close by offering the courses I want."

Conclusions and Recommendations

Approximately half of the community sample (51%) were involved in some kind of education beyond high school. The only full-time students in the sample were in the middle-management group (10%), the rest were part-time students. The vast majority of this portion of the sample, i.e., those already enrolled in educational programs, were attending courses either in the community or at Sierra Community College. The interviews and discussions indicated that there was a great deal of dissatisfaction with the opportunities for further education in Auburn. This is supported by the fact that 37% of the community sample indicated an interest in further education, but were not enrolled at the time of the field visit. Similarly, many of the part-time students were searching for specific courses and areas of study that were not available in Auburn.

The sample would prefer to study in a place which is close to, and in touch with the community. When asked about the chief reason for preferring a "community college" or "adult learning center" (within five miles of home), the sample focused particularly on the "convenience" (48%) of the options. As a secondary reason, the sample mentioned that these institutions would be more likely to offer "programs that I want" (16%). Both the Field Poll and the community leaders concentrated in like manner on these two reasons.

The sample wanted educational work in business, the humanities, the social sciences, and in vocational skills. The thrust of the courses should be both toward academic degrees and for the personal growth of the participants. For many, the basic reason for wanting

further education was job-related. These respondents either wished to increase their qualifications or obtain an initial credential. The preference was for on-the-job training or courses that were given in the evening within five miles of home. Education has to be convenient and cheap. The major barriers to pursuing education were the commitments to job and home, as well as the cost of the available programs. In addition, our respondents were concerned because preferred classes were usually offered outside Auburn and in the daytime. This in effect put many of the available opportunities for further education outside the reach of numerous Auburn residents.

In trying to understand the educational needs of Auburn, two factors are worth noting. First, although Auburn is a small city, it does serve an additional population of 40,000 people, spread over a large part of Placer County. The public transport system is inadequate, so that many potential students are unable to attend courses whether they be in Auburn or at Sierra Community College. Second, the demographic trends noted in the introduction mean that special emphasis has to be placed on providing education for senior citizens, young professionals and unemployed or poor workers.

When one examines what is currently available in the community, it is apparent that the three existing representatives of public higher education are completely inadequate. The major problem with UC or CSUC extension is the lack of courses being offered and the prohibitive cost of those that are. The desire for graduate level work is not lacking as the presence of Golden Gate and Chapman

indicate. As one community leader put it: "There is a need... Golden Gate and Chapman are here...if local institutions were meeting needs, wouldn't be any need for those institutions." Sacramento State is too far away and tends to schedule its courses in the daytime when most Auburn adults are working. The extension program from Sacramento State seems to be doing little to relieve this problem. Sierra Community College attempted to answer the needs of Auburn residents but still the majority of courses are offered at the main campus which is ten miles from Auburn. A major problem for anyone wanting to take an AA, BA or advanced degree is one of availability. Three groups (Headstart, Welfare, and Management) bemoaned the fact that to obtain any additional qualifications they had to travel to Sacramento. For most it was simply inconvenient after a full days work to have to travel ten miles or more, for a course. As one respondent commented:

"If there is something you really want to take, you drive maybe even as far as Sacramento; and if Sierra offered it --you'd really go there, but if it were in Auburn and maybe not a real need--maybe just a passing interest--(you would) be more likely to take it."

Similarly, the senior citizens need transportation if they are going to attend courses. It is particularly important when trying to serve the senior citizens that the courses are taken to them, or, alternately, that means for transporting them to a center be provided.

The need for community based education is indicated by the tremendous success of the two local efforts, i.e., by the Neighborhood Council and the Life Education Committee. Both experiments are rooted in the community and emerge from the real educational needs of the residents.

The unmet needs of Auburn and the surrounding area for post-secondary education may be summarized as follows:

- (1) coordination of existing resources;
- (2) increased publicity about the resources that are available;
- (3) increased opportunities in Auburn to study for the BA degree, and advanced degrees;
- (4) the increased provision in the community of "personal growth" and "cultural" courses;
- (5) more emphasis on education for the senior citizens and the the low income newcomers to the area;
- (6) extension of mobile units into the surrounding communities; provision of transport in the evenings to bring students into Auburn;
- (7) an increase in vocational/trade and basic skills opportunities for those wishing to obtain a job or wanting to change occupations; this effort must be related to the occupational opportunity structure and the desires of the recipients;

Synthesizing the information provided by the Auburn respondents, it seems that the ideal postsecondary education model for that area would be community-based in order to reduce the gap between needs and opportunities. One possibility which was discussed was the creation of an Adult Learning Center in the community. There are a number of buildings, for example, the library or museum, which could be utilized for this purpose. In line with the example of the Life Education Committee, this center would develop out of the community. A comprehensive center would offer the whole range of degree programs

that the residents require, and could also provide both vocational and personal growth education.

The center could also function as a coordinating agency by providing a regional register of the further education being offered in Placer County by both public and private institutions. A novel idea that was suggested by one respondent was the creation of a state register listing all educational opportunities in California. Certainly, the center could be linked to a central coordinating system in Sacramento, which could also provide teachers from the present three sectors. The idea of a traveling professor has worked for many years in other countries--England, for example--and might be explored. Similarly, the state coordinating agency could act as a sort of "credit-bank" which would allow individuals to transfer credit from any recognized institution into the new program. Finally, in order to satisfy the needs the new options must be of high quality, with the same legitimacy as qualifications obtained from the existing sectors. To be a viable alternative for Auburn residents, education at these centers would have to be free or, at most, cost a minimal sum. The inclusion of television cassettes at the center and the provision for television courses in the home should be a high priority. The latter suggestion is essential in an area like Placer County, as it seems to be one of the few possible ways to overcome the geographical problems.

AUBURN

(Data are percentages)

	FIELD POLL	CCPMU- NITY LEA- CERS	TOTAL COMPL- NITY	ECU- CA- TCRS	WFLG- BOR- COLN- CIL	LIB- RARY GROUP	MIDDLE AGE- MENT	HEAD STANT WOK- KERS	WFL- FARE WCR- KERS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	10	83	10	12	16	21	6	18
NUMBER RESPONDING TO QUESTIONS 3-10	618	10	73	10	7	15	21	6	14

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	41	88	100	58	54	100	100	78
B. NO	41	59	11	0	33	6	0	0	22
C. NO ANSWER	0	1	1	0	8	0	0	0	0

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	30	4	20	0	7	0	0	0
B. BUSINESS/PUBLIC ADMINISTRATION	11	19	29	30	14	7	62	0	21
C. CONSUMERSHIP/MONEY MANAGEMENT	2	19	3	0	0	13	0	0	0
D. EDUCATION/TEACHING	3	7	0	0	0	0	0	0	0
E. HUMANITIES	13	7	18	20	0	47	5	17	14
F. NATURAL SCIENCE	5	7	5	0	14	7	5	0	7
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	3	3	0	0	0	0	0	14
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	14	10	10	0	7	0	83	0
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	10	12	10	14	7	19	0	14
J. VOCATIONAL SKILLS/TRADES	18	27	5	10	0	0	10	0	7
K. BASIC SKILLS	2	0	0	0	0	0	0	0	0
L. OTHER	3	0	5	0	25	0	0	0	14
M. NO ANSWER	4	0	5	0	25	7	0	0	7

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	23	42	70	14	40	48	33	26
B. TO WORK TOWARD A DEGREE	28	13	49	0	43	40	81	83	36
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	32	85	90	57	53	90	67	66
D. PERSONAL SATISFACTION, HAPPINESS	66	31	75	90	57	80	71	67	79
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	14	32	10	43	13	48	67	21
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	17	53	40	71	47	76	33	36
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	12	45	20	86	33	52	83	29
H. TO IMPROVE INCOME	44	59	30	57	47	81	83	50	
I. TO PREPARE FOR A JOB	42	52	53	40	43	60	57	83	43
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	21	55	20	43	33	90	83	43
K. OTHER	1	0	1	10	0	0	0	0	0
L. NO ANSWER	0	0	0	0	0	0	0	0	0

	FIELD POLL	COMMU- NITY LEA- CERS	TOTAL COMMU- NITY	EDU- CA- TORS	NEIGH- BOR COUN- CIL	LIT- ERARY GROUP	MIDDLE MAN- AGE- MENT	HEAD START WORK- ERS	WEL- FARE WORK- ERS
NUMBER RESPONDING TO QUESTIONS 1-2, 11-18	1048	10	83	10	12	16	21	6	18
NUMBER RESPONDING TO QUESTIONS 3-10	618	10	73	10	7	15	21	6	14

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	27	77	40	43	73	86	83	53
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	18	18	0	14	40	10	0	29
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	23	58	60	43	47	81	33	50
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	14	18	10	25	20	24	0	14
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	32	53	60	25	67	38	83	57
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	16	15	0	14	20	14	17	21
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	33	68	50	57	73	62	67	64
H. SESSIONS HELD ON WEEKENDS	16	10	27	40	43	33	10	33	14
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	21	45	30	43	47	52	67	36
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	24	51	40	57	73	43	67	36
K. CORRESPONDENCE STUDY AT HOME	13	17	30	30	71	40	19	17	21
L. PRIVATE LESSONS	15	6	11	0	25	20	5	33	0
M. OTHER	2	0	3	10	0	0	0	0	7
N. NO ANSWER	1	0	0	0	0	0	0	0	0

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	5	11	0	43	7	10	0	14
B. AT PLACE OF WORK	8	10	12	0	14	13	24	17	0
C. WITH PRIVATE TUTOR	3	3	1	0	14	0	0	0	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	6	12	20	14	13	10	17	7
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	9	7	10	14	7	10	0	0
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	15	19	40	0	13	10	50	21
G. A HIGH SCHOOL	2	13	1	0	0	0	5	0	0
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	10	1	0	0	0	5	0	0
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	14	25	20	0	33	24	17	36
J. A PRIVATE COLLEGE OR UNIVERSITY	4	3	0	0	0	0	0	0	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	5	5	10	0	7	5	0	7
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	5	1	0	0	7	0	0	0
M. OTHER	1	0	1	0	0	0	0	0	7
N. NO ANSWER	3	2	1	0	0	0	0	0	7

	FIELD POLL	CCPMU- NITY LEA- CERS	TOTAL COMM- NITY	ECU- CA- TONS	NEIGH- BOH COLN- CIL	LIB- RARY GROUP	MIDDLE MAN- AGE- MENT	HEAD START WORK- KERS	WEL- FARE WCR- KERS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	10	83	10	12	16	21	6	18
NUMBER RESPONDING TO QUESTIONS 3-10	618	10	73	10	7	15	21	6	14

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	25	12	30	6	20	0	0	21
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	19	27	30	14	40	24	17	29
C. A PUBLIC SCHOOL CREDENTIAL	5	13	4	0	0	7	0	33	0
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	14	5	10	25	0	5	0	0
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	17	8	0	0	7	19	17	0
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	9	18	0	0	0	43	17	21
G. MA, MASTERS DEGREE	9	4	12	0	25	13	10	17	14
H. GRADUATE OR PROFESSIONAL DEGREE	7	2	5	30	0	0	0	0	7
I. OTHER DEGREE OR CERTIFICATE	1	0	4	0	0	13	0	0	7
J. NO ANSWER	3	1	3	0	25	0	0	0	0

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	31	21	0	71	0	14	50	25
B. \$30	36	51	56	30	25	67	67	50	64
C. \$60	15	11	10	10	0	13	15	0	0
D. \$90	10	3	7	30	0	7	0	0	7
E. \$120	1	1	3	20	0	0	0	0	0
F. \$150	3	1	3	0	0	13	0	0	0
G. \$180 OR MORE	8	1	1	10	0	0	0	0	0
H. NO ANSWER	1	0	0	0	0	0	0	0	0

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	56	29	30	71	13	33	17	21
B. 5-9 HOURS	26	24	45	60	14	53	43	33	50
C. 10-19 HOURS	27	12	18	0	14	27	24	33	7
D. 20-29 HOURS	14	5	4	0	0	7	0	17	7
E. 30-39 HOURS	4	3	0	0	0	0	0	0	0
F. 40 HOURS OR MORE	8	2	1	0	0	0	0	0	7
G. NO ANSWER	0	0	3	10	0	0	0	0	7

	FIELD POLL	CCPMU- RITY LEA- DERS	TOTAL COMMU- NITY	ECU- CA- TORS	NEIGH- BOR COUN- CIL	LIB- RARY GROUP	MIDDLE MAN- AGE- MENT	HEAD START WOR- KERS	WEL- FARE WCR- KERS
NUMBER RESPONDING TO QUESTIONS 1-2, 11-19	1048	10	83	10	12	16	21	6	18
NUMBER RESPONDING TO QUESTIONS 3-10	618	10	73	10	7	15	21	6	14

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	36	54	80	17	69	48	50	61
B. RECEIVE TRAINING IN BASIC SKILLS	9	12	10	0	17	0	24	17	0
C. USE LOCATION AS A PLACE TO STUDY	10	11	13	10	0	25	19	0	11
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	13	23	20	17	38	24	33	11
E. PERSONAL COUNSELING	13	14	17	20	0	19	29	33	6
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	22	22	10	0	38	29	33	17
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	19	27	10	17	31	52	17	11
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	15	24	20	0	31	24	17	33
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	16	23	10	0	31	33	50	11
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	17	24	30	0	38	29	50	6
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	17	22	10	0	25	38	50	11
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	20	8	0	25	13	0	33	0
M. NO ANSWER	1	0	11	10	25	13	0	0	17

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	41	42	30	25	44	43	67	50
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	26	33	40	0	56	33	50	17
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	23	12	20	0	0	29	0	6
D. COURSES AVAILABLE NOT INTERESTING	8	22	10	20	0	6	14	17	6
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	24	37	20	0	38	76	33	22
F. HOME RESPONSIBILITIES	27	29	35	30	25	31	38	50	39
G. JOB RESPONSIBILITIES	21	31	45	40	33	31	67	33	44
H. TRANSPORTATION PROBLEMS	10	28	12	0	0	19	5	33	17
I. CHILD CARE PROBLEMS	13	27	13	20	17	13	14	17	6
J. DON'T KNOW HOW TO GET ENROLLED	2	15	2	0	0	6	5	0	0
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	11	2	0	0	0	0	17	0
L. NO REASON FOR MORE EDUCATION	8	22	2	0	17	0	0	0	0
M. NOT ENOUGH ENERGY OR STAMINA	11	19	7	20	0	13	5	17	0
N. PROBABLY COULD NOT DO THE WORK	4	20	2	0	0	0	5	0	6
O. TOO OLD TO GO BACK TO SCHOOL	15	25	5	0	0	13	5	0	0
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	24	8	10	25	6	0	0	11
Q. OTHER REASON	7	0	6	10	0	6	0	0	17
R. NO ANSWER	1	0	7	10	25	6	5	0	0

BAKERSFIELD

Donald Fisher

The Community

Bakersfield is a sprawling city, built on flat land in the southern end of the San Joaquin Valley. With a population of 80,000, the city acts as a business center for Kern County, and directly serves an additional 60,000 people who live in the greater Bakersfield area. While the atmosphere in the city is relaxed and easy-going, there is a concurrent impression of the city as both a business-like and pragmatic place. This latter impression is almost certainly due to the fact that Bakersfield is a rich community; it is the center of two highly profitable industries--agriculture and oil. The other economic base for the city is service-connected business.

Yet the reader should not be misled into believing that most Bakersfield residents are wealthy. The majority of the workers in these industries, particularly in agriculture, are from ethnic minorities. The ethnic representation is typical of California demography: 10% of this population is Black and 20% are Chicano; in addition, there are small percentages of Filipinos, Arabians, Armenians, Orientals, Basques, and Greeks.

Opportunities for Postsecondary Education

The three existing sectors of postsecondary education in California are represented in Bakersfield by the University Extension from UC--Santa Barbara, California State College--Bakersfield, and Bakersfield Community College. In addition, there is an Adult High School and various private institutions.

Bakersfield Community College. As is usual for community colleges, Bakersfield College offers two-year programs leading to the AA and AS degrees. In addition, the college serves a certification function, primarily in the professional and vocational areas, as well as providing general courses for personal development. Courses are free and the only admission requirement is that the student be more than 18 years of age or a high school graduate.

Bakersfield College is exceptional in that it has made a concerted effort to get out into the community, as well as the county. There are, in fact, 56 off-campus locations where courses are offered. It is, therefore, not surprising, that in the fall quarter 1974, BC had over 15,000 students enrolled in nearly 500 courses. More than 95% of the courses are offered for college degree credit, and these courses account for almost all the approximately 13,500 students enrolled in 3-month courses during the fall of 1974. The most popular areas of study are the vocational skills, and the humanities, which respectively account for approximately 35% and 20% of the total enrollment. The average age of the student body is 26 years.

There are a number of reasons why Bakersfield College is exceptional. First, it is attempting to design its courses to serve those in the community who have been excluded from higher education in the past. For example, the college has instituted an extension Chicano Studies Program (Project M.E.C.H.I.C.A.)*, which serves the Chicano community through a Cultural Center. BC also has a Senior Citizens Program. In both cases, the college is attempting to answer the needs of the individual community groups, rather than impose education from the outside. Finally, in cooperation with Long Beach City College and KCET-TV, Los Angeles, BC offers a small number of television courses.

*Materiales para Estudio Chicanos Inter-Culturales de America

Two organizational innovations are particularly interesting. The first concerns the credit offered under the title "Vocational Work Experience." Students enrolled receive credit for both time spent in class and at the workplace. The college is trying to inter-relate college study with both the students' job and their career goals. The other innovation concerns a specific off-campus location. This location is a remodelled department store in central Bakersfield and is called the Downtown Center (DTC). The center is not only convenient to the thousands of people employed in the area, but is also served by public transportation.

By definition, Bakersfield College is certainly not a "University Without Walls," but from all the evidence it appears to incorporate some of the philosophy of that type of institution. The institution is special because it is making an effort to respond to the needs of its potential students by reaching out into the community and taking education to the recipients.

Bakersfield Adult School. The Adult School focuses on a variety of course areas, including Americanization, Vocational Studies, Personal Improvement and Civic Education. Academic education encompassing grades 1 through 12 is provided, and 8th grade certificates and high school diplomas are awarded. The school also provides certificates of achievement, particularly in the vocational subjects. Most of the program is conducted on the Adult School campus, although a few classes are located in the other areas of the community convenient to the students. Approximately 5,000 students enrolled in the school during the fall quarter, the most popular areas of study being business subjects, the social sciences (public or community affairs), and the humanities.

University Extension, U.C. Santa Barbara. This program offers nearly 150 courses each year in Bakersfield in which approximately 2,500 students are enrolled. The major focus is on non-degree programs for professional and personal development. Teachers seeking professional growth comprise the majority of those currently enrolled. In fact, during the fall quarter of 1974, over 25% of the courses offered were in education or teaching, and these courses served approximately 30% of the total number of students enrolled. The other most popular offerings in terms of enrollment were courses that fitted under the headings Business and Psychology (Personal Development and Family Living). These two categories accounted for approximately 35% of the total enrollment. The other major groups served through UCSB Extension include members of law enforcement agencies, social workers, and radiologic technologists. Because the fees are high, students are usually from the upper-middle income range, although some do enroll because of the economic incentive the credits offer. Besides transferable credits, the program awards certification in Health Facilities Management and in Public Relations. UCSB Extension also offers courses at six other centers in Kern County, and it is attempting to offer programs over public television (KCET, Los Angeles) in Bakersfield.

California State College, Bakersfield. Opened in the fall of 1972, Cal State Bakersfield is the newest campus in CSUC system. In the fall of 1974, CSB enrolled some 2,850 students in both undergraduate and masters programs (the latter include business, English, history, and several educational specialities). Most of the student body are from the greater Bakersfield area. Curricular offerings are concentrated in the liberal arts, business, and education. From its inception, CSB has sought to be an innovative institution (making use, for example, of "academic villages") emphasizing the liberal arts. The only four-year institution within roughly 100 miles, it has no programs in agriculture or engineering.

CSB operates a wide-ranging extension program of upper division and professional offerings throughout Kern County and in parts of the three surrounding counties. In cooperation with the Naval Weapons Center and Cerro Coso Community College, CSB offers an external bachelors degree in business administration for people scattered throughout Eastern Kern County. Altogether, some 1,300 people were enrolled in all extension programs in the fall of 1974.

Other Community Educational Resources. The Mexican American Opportunity Foundation is a Youth Apprenticeship Program which is funded out of Los Angeles by the U.S. Department of Labor. The aim of the program is to increase the number of minority representatives in the construction and building trades by recruiting, training and placing the students. Participants must be between 18 and 31 years of age, and should have a high school diploma. Each student receives a completion certificate. Fifteen students were enrolled in the program at the time of data collection.

There are approximately 20 proprietary schools serving Bakersfield. To obtain an overview, the staff members visited and collected data from a sample of these schools, including schools that focus on automotive engineering, business subjects, real estate, and hairdressing. The schools were expensive, usually laid stress on being able to place their graduates, and provided either a certificate of completion or state qualification. At any one time, it is estimated that in the neighborhood of 300 students are enrolled in the proprietary schools of Bakersfield.

At least two colleges, Pacific College at Fresno and Fuller Theological Seminary at Pasadena, are offering fully accredited extension programs in the community.

Educational Interests

During the site visit to Bakersfield, discussions were held with community residents, who were also asked to complete the Adult Educational Interests Questionnaire (AEIQ). Because of our special interest in meeting with Chicanos in Bakersfield, the total community sample is weighted in favor of Chicanos (39% as against 20%). Women are also overrepresented in the sample (60% as against 50% in the total community). The focus on minorities is important; they were specified in the report of the Joint Legislative Committee on the Master Plan as people who have been inadequately served. The researchers also obtained data from a small number of Native Americans.

It is interesting to note that the majority of the respondents in the sample were not poor, were educated, and were employed in middle-class occupations. Only 12% had not completed high school, while only 18% were earning less than \$7,000. The largest percentage (44%) specified the professional and technical category as their occupation. Another 22% were employed in managerial or clerical occupations.

Presented at the end of this section are tables which summarize the questionnaire data. Most of the table presents the responses of those people (79 in number, or 86%) who wished to engage in some form of further learning during the next two years. Within this group, the percentages in terms of sex, age and race, are approximately the same as for the total sample.

The table also gives the AEIQ responses for five of the groups that were met with in Bakersfield. These groups included:

(1) A group of nutrition aides who were on the staff of the Kern County Expanded Nutrition Education Program (an activity of the University of California Cooperative Extension Service). All were women from low income families; all but two were minorities, and the majority had not completed high school.

(2) A cross-section of minority people (and some whites), with Mexican-Americans predominating. Some were students at Cal State-Bakersfield--either from a UC Extension class in Chicano studies or members of MECHICA. Others, from Bakersfield generally, were gathered together in the home of Chicano leader Louis Vega.

(3) A group of minority leaders brought together by the leadership of the Mexican-American Opportunity Foundation. Participants included political and educational leaders as well as leaders in their respective minority communities. Mexican-Americans and Blacks were represented in roughly equal numbers.

(4) A group of teachers, counselors, and teacher aides at a Bakersfield elementary school. A slight majority was white, the rest Mexican-American. All but one were women. The ranges in age and level of education were relatively large.

(5) A community cross-section of individuals identified and invited by local television newsperson Ruth Gelman. The group, a relatively large one, was quite representative of the community in terms of age, occupation, sex, and race. Several could be regarded as community leaders, including business leaders.

Interest in Further Education. The majority of the community respondents (73%) were presently involved as full- or part-time students in postsecondary education. An even larger percentage (86%) expressed an

interest in further education for themselves in the next two years. This latter figure differs markedly from both the Field Poll data (59%), and the estimate made by the Phase II community leaders (66%). This latter discrepancy is particularly interesting if one takes into account the general attitude of the community leaders, who were convinced that they were in touch with the community's educational needs. This position was summed up by one educator who, when discussing the question of interest in education, stated bluntly that "We (the educators) know what the needs are...". Their estimate may, in fact, be nearer the true situation. As noted earlier, the community sample is not representative of the total community.

A high proportion of all the groups wished to continue their education. The only significant negative response came from the teacher/teacher aide group; possibly, most of this 23% negative response was from experienced teachers who felt they had completed their formal education.

Area of Interest. The major areas of interest for the community sample were education/teaching (23%), social sciences, etc., (16%), business/public administration (14%), and, the humanities (10%). In other words, 53% of the respondents chose these four areas. Once again these figures, differ markedly from both the Field Poll and the estimates made by the community leaders. Both the community leaders and the statewide Field Poll sample picked vocational skills/trades (26% and 18% respectively) as the most popular area of interest. Only 4% of the community sample expressed interest in this area. Similarly, while both the Field Poll and the community leaders agreed in their choice of arts/crafts/hobbies (13% and 17% respectively), only 6% of our sample chose this area. The only area about which the

three sources expressed a degree of congruity was business/public administration.

The reason for the popularity of education/teaching stems from the inclusion of teacher aides in the sample, and the tendency of the minorities (or any aspiring group) to become involved in teaching as a means of raising their own status and helping to educate their own minority. Chicanos were particularly concerned about the provision of better bilingual/bicultural programs, and the need to develop counseling services for the Chicano community.

Reasons for Further Learning. Clearly the two most important motivations for the community sample interested in further learning were "to be better informed, gain new knowledge" (85%) and for "personal satisfaction, happiness" (72%). While both the Field Poll and the community leaders also attached great importance to these two reasons, there is substantial disagreement between the three groups with regard to the other choices. Whereas the community sample emphasized "to learn and solve community problems" (56%), and "to work toward a degree" (48%); the other two groups both concentrated on vocational reasons. This contrast is attributable to the nature of our sample: relatively few working-class people, relatively high educational level, and the inclusion of a disproportionately large number of minorities. One community leader commented on the importance of vocational education in the following manner:

Education is a means to a job...minorities use education as tool...but if no jobs in the community...if dead-end after...you can do anything you want with the education system...it still won't attract people into it.

Preferred Ways of Learning. With regard to personally appropriate ways of learning, the community sample chose four ways and gave them

almost equal status. Two of these choices concern occupational training, i.e., "on-the-job training--employer sponsored" (56%), and "learning that combines work experience, meeting with instructor" (59%); and would appear to clash with the previously stated reasons for learning. Yet, in terms of this sample these categories can be interpreted to mean professional growth rather than vocational training. The other two categories frequently chosen both stress classes in the evening either at the nearest college campus (52%), or at a location within five miles of home (51%). Among the individual subgroups, the categories drawing the largest percentage response were the top three categories chosen by the total group, with one notable exception; the option "independent study in consultation with an instructor" was chosen more times by the community cross-section group than any other category.

Preferred Place of Learning. A large number of the community sample were not sure if they preferred any of the places of learning listed, as indicated by the fact that the largest response (18%) was in the "no answer" category. Yet the sample was relatively sure that they did not want to learn in any of the traditional institutions. The other three categories chosen most frequently were "at place of work" (14%), "at an open college or free university" (14%), and "an Adult Learning Center--five miles from home" (11%). The last category was also a favorite of the Field Poll and the Phase II leaders, and is the only category on which all three groups agreed. The Field Poll and community leaders placed more emphasis on two traditional centers of learning,--community and state colleges--than did the community sample, although it should be noted that 9% of the sample also chose these options.

Interest in Credit for Learning. The community sample was definitely interested in receiving credit for learning. This is indicated by the significant emphasis (50% of the total sample) on the three degree categories--Bachelors, Masters, and Graduate or Professional. Within the subgroups, only one of the five (the nutrition aides) did not choose the BA or MA degree as the most preferred credit option. At the same time, a significant proportion of the total sample (30%) were interested in what can be termed personal growth categories--either they were not interested in any form of academic credit, or they preferred "a statement of satisfactory completion of course". The high educational level of the respondents is almost certainly responsible for these choices. The community leaders emphasized lower degrees on the educational ladder, i.e., "certificate or license for other specific occupation" and "AA, Associate of Arts, community college degrees". These choices are probably more representative of the interests of the Bakersfield community at large.

Cost and Time Considerations. The great majority of the community sample (84%) could not afford to pay more than \$60 for a single course. Both the Field Poll and the community leaders agreed with judgement. "The most important way to extend postsecondary education," according to one community leader, was to "first make education free...".

Similarly, the three groups agreed that the maximum amount of time that could be devoted to further education was 20 hours per week.

Educational Services Desired. The community sample was undecided about which educational services they desired. The only significant choice was the traditional "course or other program of learning" (49%). The community leaders estimate agreed with this choice. Many other categories were chosen

by a high percentage of the community sample, including the "evaluation of non-college experience" (23%), which was also emphasized by the community leaders. The fact that 12% of the community sample checked "no answer" to this question is an indication of their confusion. Some patterns did emerge from an examination of subgroup responses. The nutrition aides, the minority leaders, and the elementary teachers and aides were all very interested in the "assessment of personal competencies". The minority cross-section desired "personal counseling", while the community cross-section felt that the discussion of educational and career plans with a staff member could be valuable. All of these are services designed to provide help to an individual in plotting his educational course. It would seem that aside from the desire to take classes or courses of learning at a post-secondary institution, this community sample felt a need for personalized services to help guide them in their individual endeavors.

Perceived Barriers to Further Education. The community sample emphasized four major reasons for not enrolling in some kind of study in the next two years. In order, they were "job responsibilities", "home responsibilities", "cost" and the "scheduling" of classes. The community leaders agreed with the first three reasons, particularly the problem of cost. They also tended to agree with the sample in pointing to the scheduling problem, but in addition, focused on the location of the service.

Conclusions and Recommendations

As noted earlier, the sample we talked with in Bakersfield seemed to prefer non-traditional institutions when they were given a choice. When asked about the chief reason for choosing "adult learning center," "work place," and "open university" as preferred places for learning, the general explanation was that the programs offered there would be the ones they wanted. Similarly, the sample concentrated on the convenience of the place and the cost involved. Essentially, they wanted free education provided at a convenient location, that was both academic--i.e., would lead to a degree--and to some extent focused on personal growth. Many of our respondents wanted education to be coordinated with their work and preferably available in the evening. Even though the existing postsecondary institutions are offering extensive opportunities in the community, it was my impression that many needs are not being met. Specifically, there is the tremendous problem of motivating and including the poorer groups in the community. An important problem is one of communication, particularly when there is a language barrier. As a minority leader put it: "there is the problem of minority awareness--our disadvantaged people have personal hang-ups about education... afraid to speak out... not for me because way above my head...". Chicanos were especially concerned that counseling services be extended into their communities. As one respondent put it:

Very strongly needed is guidance for Chicanos regarding occupational preparation, marriage, and sexual education. This guidance would be more effective in meeting needs of Chicanos if this guidance was supplied by trained Chicanos, preferable, or other individuals, sensitive to the needs of the Chicano--and definitely must be bilingual.

Not only should the educational opportunities be bicultural and bilingual, but they must be centered within the community. This point about community-based education was emphasized by a majority of the groups.

A number of respondents who already had a bachelor's degree would like to see advanced degrees being offered in a wide range of subjects. In many cases, either the degree is not being offered in the area, or it is simply too expensive to enroll in the courses.

The community leaders are probably correct in emphasizing vocational education as a major interest in the community. This was to an extent confirmed by the sample from the community when they expressed interest in coordinating education with their work. Certainly more opportunities for combining earning and learning, again in the sub-communities, would be beneficial.

The existing institutions, Bakersfield College in particular, are doing much to work toward these goals. BC's program of "Vocational Work Experience", the M.E.C.H.I.C.A. Project, and the other "Outreach Centers" all contribute to this effort; yet students cannot progress beyond a two-year degree from this institution.

The major problem identified by Bakersfield educational leaders involves money for existing institutions. Their view was summed up by the following:

It would just complicate the problem by adding another sector. With more money...we can fulfill needs. We don't need another bureaucracy.

Given this particular orientation, it would seem that a major solution for reducing the gap between needs and opportunities for postsecondary education would be the infusion of money into the existing

structure. In order to be effective, the money should probably have certain strings attached. One alternative that would seem to fit the Bakersfield pattern of needs and interests would be the creation of "adult learning centers" in the sub-communities. Representatives and faculty could be drawn from those communities, both to plan and deliver the education that seems most appropriate. These centers could be connected informally with the existing public institutions of higher education in Bakersfield. It might be that many of the existing "outreach centers" would be suitable for conversion and, if so, should be included. Through association with the existing institutions, it would be possible to study for an AA, BA, or an advanced degree. To meet the expressed needs, all the education offered in the centers should be free or at a minimal cost.

Administratively it might be easier to create a fourth sector with regional coordinating centers acting as links between all the community centers. But this would mean a degree of duplication in Bakersfield and a new central bureaucracy. At any rate, the process of developing a more effective and comprehensive postsecondary system in Bakersfield should begin at the sub-community level. At the same time, however, the state will probably need to provide both direction and money, if the goal is to create truly viable alternatives for meeting educational needs.

BAKERSFIELD

(Data are percentages)

	FIELD CELL	COMM- UNITY LEA- DERS	TOTAL COMM- UNITY	NU- TRI- TION AIDS	MING- RITY CROSS SECT	MIND- RITY LEA- DERS	ELEM- TEAC- HERS, AIDS	COMM- UNITY CROSS SECT
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	7	92	14	28	8	13	22
NUMBER RESPONDING TO QUESTIONS 3-10	618	7	75	14	23	7	7	20

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	66	86	100	82	88	69	91
B. NO	41	30	11	0	11	13	23	9
C. NO ANSWER	0	1	3	0	7	0	8	0

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	13	6	29	0	0	11	0
B. BUSINESS/PUBLIC ADMINISTRATION	11	14	14	14	13	29	0	15
C. CONSUMERSHIP/MONEY MANAGEMENT	2	9	1	7	0	0	0	0
D. EDUCATION/TEACHING	3	6	23	7	17	57	56	15
E. HUMANITIES	13	5	10	7	13	0	0	20
F. NATURAL SCIENCE	5	4	1	0	4	0	0	0
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	5	4	0	4	0	11	5
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	10	8	14	5	14	0	5
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	7	16	0	17	0	11	30
J. VOCATIONAL SKILLS/TRADES	18	26	4	7	0	0	11	0
K. BASIC SKILLS	2	0	1	7	0	0	0	0
L. OTHER	3	0	3	7	4	0	0	0
M. NO ANSWER	4	1	9	0	17	0	0	10

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	22	43	50	35	43	33	55
B. TO WORK TOWARD A DEGREE	28	18	48	43	57	71	44	40
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	28	85	71	87	86	85	85
D. PERSONAL SATISFACTION, HAPPINESS	66	42	72	71	74	43	89	80
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	17	30	29	43	29	33	25
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	25	48	43	52	57	56	40
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	17	56	50	57	86	33	65
H. TO IMPROVE INCOME	44	49	46	50	35	43	67	35
I. TO PREPARE FOR A JOB	42	32	37	43	35	0	44	45
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	26	42	43	35	43	44	35
K. OTHER	1	4	10	7	4	0	11	20
L. NO ANSWER	0	0	5	0	4	0	0	0

	FIELD CELL	COMPU- NITY LEA- DERS	TOTAL COMPU- NITY	NU- TRI- TION AIDS	MINC- RITY CROSS SECT	MINU- RITY LEA- DERS	ELEM- TEAC- HERS, AIDS	COMM- UNITY CROSS SECT
NUMBER RESPONDING TO QUESTIONS 1,2, 11-13	1048	7	92	14	26	8	13	22
NUMBER RESPONDING TO QUESTIONS 3-10	618	7	79	14	23	7	9	20

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	39	50	71	52	43	44	50
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	13	11	7	13	29	22	5
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	29	59	71	57	71	44	65
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	23	23	21	22	14	0	45
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	31	52	36	61	14	78	45
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	29	15	14	17	0	11	25
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	38	51	71	48	14	56	50
H. SESSIONS HELD ON WEEKENDS	16	17	43	14	52	14	67	50
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	20	30	14	30	14	33	45
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	21	43	14	48	43	22	70
K. CORRESPONDENCE STUDY AT HOME	13	9	15	7	5	29	22	15
L. PRIVATE LESSONS	15	7	13	14	4	29	11	10
M. OTHER	2	0	10	7	0	29	22	10
N. NO ANSWER	1	3	0	0	4	14	0	0

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	6	3	0	5	0	0	0
B. AT PLACE OF WORK	8	9	14	21	13	29	0	5
C. WITH PRIVATE TUTOR	3	2	3	0	4	0	0	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	8	14	7	5	14	22	25
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	5	8	21	0	0	22	5
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	17	24	11	21	0	0	0	25
G. A HIGH SCHOOL	2	6	0	0	0	0	0	0
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	3	3	14	0	0	0	0
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	13	9	7	13	0	11	5
J. A PRIVATE COLLEGE OR UNIVERSITY	4	2	1	0	0	0	0	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	11	9	0	13	0	0	20
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	4	6	0	13	29	0	0
M. OTHER	1	0	3	0	0	0	0	10
N. NO ANSWER	3	1	18	7	20	29	44	5

	FIELD POLL	COMM- UNITY LEA- DERS	TOTAL COMM- UNITY	NU- TRI- TION AIDS	MIAC- RITY CROSS SECT	MIND- RITY LEA- DERS	ELEM- TEAC- HERS, AIDS	COMM- UNITY CROSS SECT
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	7	92	14	28	8	13	22
NUMBER RESPONDING TO QUESTIONS 3-10	618	7	79	14	23	7	9	20

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR
CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	28	14	29	4	0	22	15
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	26	16	36	13	0	11	15
C. A PUBLIC SCHOOL CREDENTIAL	5	7	9	29	5	0	11	0
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	12	1	0	0	0	0	5
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	11	1	0	0	0	0	5
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	12	15	7	30	0	0	15
G. MA, MASTERS DEGREE	9	7	22	0	17	57	33	25
H. GRADUATE OR PROFESSIONAL DEGREE	7	4	13	0	5	43	0	20
I. OTHER DEGREE OR CERTIFICATE	1	0	4	0	4	0	11	0
J. NO ANSWER	3	0	5	0	13	0	11	0

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY
FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	33	19	50	5	0	22	5
B. \$30	36	26	28	21	17	29	56	40
C. \$60	15	17	27	7	48	57	22	15
D. \$90	10	11	11	0	13	14	0	20
E. \$120	1	5	3	0	4	0	0	5
F. \$150	3	2	0	0	0	0	0	0
G. \$180 OR MORE	8	1	5	0	4	0	0	10
H. NO ANSWER	1	0	8	21	4	0	0	5

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO
SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	15	20	36	26	0	22	10
B. 5-9 HOURS	26	31	35	36	26	43	67	30
C. 10-19 HOURS	27	17	30	21	30	57	0	45
D. 20-29 HOURS	14	6	5	0	0	0	11	10
E. 30-39 HOURS	4	4	0	0	0	0	0	0
F. 40 HOURS OR MORE	8	7	3	0	4	0	0	5
G. NO ANSWER	0	0	6	7	13	0	0	0

	FIELD CELL	COMM- UNITY LFA- DEFS	TOTAL COMM- UNITY	AD- TET- AIDS	MIND- RITY SECT	MINU- RITY OLRS	ELEM- TEAC- AIDS	COMM- UNITY CROSS SECT
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	7	92	14	28	8	13	22
NUMBER RESPONDING TO QUESTIONS 3-10	618	7	79	14	23	7	9	20

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	38	49	43	29	38	54	77
B. RECEIVE TRAINING IN BASIC SKILLS	9	13	10	7	14	13	0	5
C. USE LOCATION AS A PLACE TO STUDY	10	16	17	14	14	0	15	27
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	19	24	7	21	13	23	36
E. PERSONAL COUNSELING	13	16	24	0	36	13	15	27
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	21	23	21	18	25	15	32
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	29	23	21	14	38	23	27
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	12	26	14	29	13	23	32
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	12	22	14	14	50	23	23
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	17	33	26	18	63	31	41
K. PUTTING TOGETHER & RECORD OF ALL MY EDUCATIONAL WORK	11	15	21	0	18	25	23	32
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	21	8	0	11	0	23	0
M. NO ANSWER	1	0	12	36	14	25	0	0

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	52	38	64	46	38	31	14
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	28	23	14	14	25	31	27
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	21	18	7	21	0	8	23
D. COURSES AVAILABLE NOT INTERESTING	8	13	13	0	14	0	8	18
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	29	34	43	29	25	38	41
F. HOME RESPONSIBILITIES	27	36	38	43	26	25	38	41
G. JOB RESPONSIBILITIES	21	44	45	36	43	50	69	36
H. TRANSPORTATION PROBLEMS	10	17	9	14	14	0	8	0
I. CHILD CARE PROBLEMS	13	19	13	21	14	0	15	14
J. DON'T KNOW HOW TO GET ENROLLED	2	10	5	14	4	0	0	5
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	11	8	7	11	13	0	5
L. NO REASON FOR MORE EDUCATION	8	14	9	21	7	0	8	5
M. NOT ENOUGH ENERGY OR STAMINA	11	10	7	7	7	0	15	5
N. PROBABLY COULD NOT DO THE WORK	4	17	5	29	4	0	0	0
O. TOO OLD TO GO BACK TO SCHOOL	15	18	8	21	7	0	0	5
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	21	4	0	4	0	15	0
Q. OTHER REASON	7	0	10	21	7	0	15	9
R. NO ANSWER	1	0	9	7	14	25	0	5

EUREKA

Tom McDonald

The Community

Eureka, the county seat of Humboldt County, is located in the flatlands surrounding Humboldt Bay and serves as the main urban center of northwestern California. The town is characterized by a mild climate, plentiful greenery, and a seemingly unhurried atmosphere. Humboldt County is currently facing economic difficulties due to a decline in the lumber industry. Unemployment has exceeded the national average during recent years, and fluctuates seasonally as well as in response to national trends in the construction industry. In all, some 23,000 county residents are classified as disadvantaged, but there is still a strong sentiment of confidence and determination among the people we spoke to in Eureka.

Presently the home of 24,000 of the county's 102,000 residents, Eureka's population diminished by 4,000 during the 1960's. Other towns in Humboldt County include Arcata (approximately 10,000 in population), McKinleyville (7,500), Fortuna (4,200), Ferndale (1,300), and Blue Lake (1,200). Some 38,000 county residents are in the labor force. The largest single category of employer is government; county and city officials, and school, college, and university employees account for 8,400 workers. Second, with 8,100 workers, is the lumber and wood products industry; third, with 5,900, are the trades; and fourth, with 4,400, are various service employers. There are 8,000 members of ethnic minorities in the county, including 5,000 Native Americans, 2,300 Mexican Americans, and less than a thousand Blacks.

Opportunities for Postsecondary Education

Adults in Humboldt County and Eureka are served by a variety of educational programs, including a state university, a community college, an adult school, a division of the Regional Occupational Program, and other community resources.

Humboldt State University. Located in Arcata seven miles north along Humboldt Bay from Eureka, HSU is the largest postsecondary facility serving the area. It enrolls approximately 7,500 students--most of them in the usual 18 to 24 year range, with many from outside Humboldt County. Humboldt State offers the standard liberal arts and sciences and professional curricula, and also, consistent with its physical setting, programs in wildlife management, fisheries, forestry and oceanography.

HSU also operates a continuing education program, which offered 37 courses for credit during the fall of 1974 in areas such as education, arts and crafts, humanities, natural and social sciences, and vocational and physical education.

There are several programs presently operating at Humboldt State which serve minority populations. The Indian Teacher Education Project (ITEP) is a four-year, in-service, bachelor's level program to prepare Native American teachers for Native American children. This program, based on a career-ladder model, has been in operation since 1969 and has graduated 30 students, 25 of whom are presently fully-credentialed teachers. Recently developed in the School of Natural Resources is a program for Native Americans seeking to enter natural resources work. With some 45 students currently participating, remediation, counseling, and experiential learning opportunities supplement regular curricula.

Faculty members, students and employers cooperatively design and evaluate student experience during periods of full-time employment in local public and private natural resource agencies. Finally, the Educational Opportunity Program (EOP) provides a range of counseling and advocacy services to aid culturally diverse and economically disadvantaged students to adapt to the demands of the university.

The College of the Redwoods. This community college is operated by the Redwoods Community College District, and currently enrolls a total of 6,600 students--most of them on its main campus a few miles south of Eureka, but with smaller numbers at six branch campuses throughout Humboldt, Del Norte and Mendocino Counties. The College also offers a number of outreach programs to the community, including vocational counseling and a program of four weekly classes for senior citizens at the First Presbyterian Church in Eureka. Like HSU, many classes (and consequently, the degree programs) are offered only during the day, and this limits the access of job holders to these classes. This is particularly relevant in light of the constricted economic situation in Humboldt County, in that the tight labor market discourages employees from leaving a secure job to gain more education.

Adult Education Programs. Two adult education programs are presently in operation in Humboldt County. The largest is the Eureka Adult School, which has doubled in size during the last three years to an enrollment of over 600, and which offers a wide variety of courses from data processing to horsemanship to French. The school operates during the evening in the local high school facilities, and charges a basic \$3 tuition plus \$2 to \$5 for class materials. There is no charge for adult basic education and Americanization classes, or for students

under 21. There is a minimum enrollment required of 14 students to maintain a class (except Americanization, where five are sufficient). The Arcata Adult School is considerably smaller, averaging about ten classes at this time.

Community Educational Resources. Other resources available to Eureka residents include the University of California Agricultural Extension Service which maintains an office at the Humboldt County Agricultural Center Building near Eureka. The AES operates educational programs dealing with Agriculture, Family and Consumer Sciences, and 4-H clubwork.

The Humboldt Regional Occupation Program is geared toward providing vocational education as an alternative to higher education. Though primarily targeted at high school students, it is open to adults who are seeking to develop entry level job skills or to upgrade existing skills. The HROP offers career counseling, placement services, and a variety of training programs in skills such as welding, telecommunications, and medical lab assistance.

The Arcata Free University is operated by a "university population" as a peer group learning exchange. Classes are held on a variety of subjects emerging from personal interests and exploration of alternative lifestyles, including gardening, yoga, and humanistic psychology.

One community resource which is not fully utilized and which is seeking further involvement is the public library of Eureka. The staff there is interested in facilitating communication between learners by coordinating information on human service and educational programs in the area, providing meeting space, obtaining special books on loan from other libraries, and coordinating transmission of "town meeting" type activities over cable television. The library is presently hampered by

insufficient funding and staffing, and is unable to unilaterally implement ideas regarding coordination of community resources.

In addition, there are a number of proprietary schools in the Eureka/Humboldt County area: Eureka Driving School, The Arcata Music Shop (instrumental instruction), Maxon's Music World (instrumental instruction), Dell-Arte School of Mime and Comedy, The Betty Merriweather School of Ballet, Marine Advisory Extension Service, Anthony Schools, Frederick and Charles Beauty College, and The Internal School.

Educational Interests

Our information on educational interests of people in the Eureka/Humboldt area is derived from two main sources: questionnaire (AEIQ) data, and individual and group interviews. At the end of this section is a table presenting the various questionnaire data: the statewide profile from the Field Poll, the estimates of the 12 Phase II community leaders, the composite data from all 102 Phase III respondents, and separate responses for six of the ten community groups with which we met during the Phase III visit. The six groups whose AEIQ responses are given include: a Neighborhood Center class held as part of the outreach program of the College of the Redwoods, a group of Native Americans representing the interests of their minority, a specially invited group of senior citizens, students from several Adult School evening classes, staff members from the Eureka office of the Employment Development Department, and members of the Eureka Rotary Club.

Interest in Further Education. Among the 102 individuals surveyed in Eureka, 83% expressed the desire for some form of postsecondary education in the next two years. This was a select group, to be sure; in some part their interest in further education led them to participate

in our meetings in the first place. The aggregate estimate of the community leaders--35% of adults in the community judged to be interested--is surprisingly low, especially in view of the statewide figure (59%). The level of interest in further postsecondary education is relatively low for the senior citizen group, which is not unexpected.

Area of Interest. The Phase II community leaders initially suggested that the educational interests of their neighbors would fall into two main categories: vocational training and personal enrichment. Interestingly, our interview and questionnaire data do not support the perception that vocational training is being widely sought, in that only 4% of the Phase II composite indicated primary interest in developing vocational skills, and only 13% chose business or public administration. It should be made clear that personal enrichment did not translate into hobby or recreational classes; in fact, only 5% of the respondents selected hobby-type activity. The data suggest a diversity of interests led by "psychology-personal development-family living" at 18%, and depicts approximately even interest in the humanities, and the social and natural sciences.

These figures are consistent with the impressions drawn from our conversations. Many people in Eureka believe that their area is rich in creative and inquiring individuals who would like to continue learning simply to have the knowledge, quite apart from any predefined purpose for pragmatic training. This question must also be considered in the context of the economic situation of Humboldt County. As an employee of the Employment Development Department expressed it, "the jobs do not exist for these people to be trained for." Another respondent noted that programs like those of the Comprehensive Employment Training Act (CETA) operate under restrictions that result in their "Taking the cream," and

that, in effect, these programs may not be of service to the individual in his own right but only to the extent that a given individual can be of service to local commerce. Others expressed the sentiment that the area is populated by many intelligent and creative individuals who must, as a community, generate some new directions for their future--that the present time is one of transition.

Reasons for Learning. Respondents were asked to indicate which items from a list of reasons for learning represented their preferences. Most respondents selected several. The most frequent responses were "to be better informed; gain new knowledge; cultural enrichment; etc." (78%), and for "personal satisfaction; personal happiness: (72%). Interest in preparation for community problem-solving also was surprisingly high, with 60% responding positively. The item least chosen by Phase III respondents was "to be a better parent, husband or wife," at 29%. Approximately 50% checked those items related to employment or income. The community leaders underestimated the various reasons all across the board--even compared to the statewide data.

Preferred Ways of Learning. A number of appropriate ways of learning are given support in the data; the preferred place for learning, however, provides an interesting anomaly. Like the preceding question on the reasons for learning, the "ways" question drew many multiple responses. The "place" question (a single response question), which calls to mind more concrete situations in the community, was apparently somewhat less inspirational. The Phase III data tell us that our respondents consider attending classes at the nearest college campus (19% during the day, 59% at night) to be an appropriate "way" to learn. Yet when asked about a place they would prefer, only 14% chose "a state university or college campus" and only 8% chose "community college or junior college campus."

The most popular responses on the "place" question were "at an adult learning center within five miles of home," chosen by 15%, and a "state college campus" and an " 'open college' or 'free university' " which both drew 14%. The next highest response was "other" at 9%, and the highest response of all, 18%, was to simply not answer the question.

An interesting difference exists between the responses given to two related items on the "ways" question. The most frequently chosen approach was to combine work experience with meetings with an instructor, selected by 75%, while 58% thought on-the-job training sponsored by an employer to be appropriate. The items are similar in that they both focus the attention of the learning upon the working experiences of the learner, and hence, a good portion of the substance and purposes could be the same in either instance. However, some employment situations may be unsuited as a context for learning, while others may be personally undesirable. A further difference is that the first method is directed by the student and the instructor, whereas the on-the-job training is typically controlled by the employer. On-the-job training can be confining to some people in that while it can enable one to move within a field or company, it often will not help one to go beyond these. The transitional character of the needs of the Eureka/Humboldt area suggests that while this latter approach is necessary, it is not sufficient.

One Employment Development Department staff member said that there were a few people working at the EDD office who would make "superb" caseworkers if they only had the credential. Yet within the tight job market in Eureka, few people can afford to leave a secure job for more education. This illustrated both inter and intra field constriction. One Phase II participant said that learners should have "the necessities of life without having to sign your life away for them." The point was

made that the traditional stand-by of part-time employment is not adequate in Eureka, in that these positions are generally unplanned and marginal, and tend to decrease in availability during an economic slump. Recall the low emphasis given to training (4%) and the high (over 50%) interest shown in developing new understandings and knowledge. Programs of education or vocational training tied to short-run or immediate objectives are probably meaningless for many people in a community in transition, and could even exacerbate their problems.

Interest in Credit for Learning. The question of certification very much reflected the needs which the particular groups interviewed had for it in the contexts of their own reasons for learning. Both group interview and questionnaire data indicate that certification is seen as a means to an end, and not an end in itself. There are clear examples of this. There were several respondents at the meeting with the Employment Development Department who need MSW's to advance in their field, and the positive responses to the master's degree item were three times greater for this group than any other. The Rotary Club consisted primarily of established businessmen and educators, and 70% indicated that they were "not interested in any form of academic credit." The senior citizens made the same choice 75% of the time, while 13% did not answer the question at all.

Cost Considerations. Phase III respondents were asked to indicate how much they would be willing to pay for a three-hour-per-week-course. Eighty-eight percent drew the line at \$60, and 27% said they could afford nothing at all. No senior citizen indicated the ability to pay more than \$30. The senior citizens pointed out that education was not a social investment in their case, but rather a consumption in its own

right; several felt it was unfair to confront them with the same financial demands as younger people, particularly when they are not seeking the same services, but, rather, opportunities more nearly geared to their needs. We heard frequent complaints--from individuals of all ages--that the sliding-fee schedule of the state colleges and universities for part-time students is exclusionary.

Time Considerations. The amount of time available for adult study is clearly limited; 79% of all our Phase III respondents said that they would spend less than 20 hours per week on their learning, with 27% in the 10 to 19 hour bracket, and 33% in the 5 to 9 hour range. Even the group of senior citizens, most of whom were retired, would prefer to devote less than ten hours per week to learning activities.

Educational Services Desired. The question about interest in use of various educational services (as listed) yielded a pattern of interest for the composite group surveyed that was much higher across the board than either the statewide data or the perceptions of the community leaders. Granted, this was a select group; nonetheless the general level of interest is impressive. The Neighborhood Center Class group, mostly young welfare mothers, indicated a notably high level of interest in the various services, particularly the "non-instructional" ones (counseling, assessment of competencies, etc.). Almost all of the EDD staff surveyed reported interest in further course work. By contrast, 43% of the senior citizen group indicated no interest in any of the services (and 36% did not respond to the question).

Perceived Barriers to Further Education. In general the Eureka respondents indicated that cost, accessibility, job and home responsibilities were the main barriers to their "enrolling in some kind of

study in the next two years." For the Neighborhood Center group, cost and job responsibilities (expected?) were reportedly the key obstacles. The Native American representatives, to a man (woman), cited job responsibilities. For the EDD staff, the problem is that courses are not scheduled at convenient times. This was also an obstacle for the Native American group and for the Rotarians, with the latter also citing, perhaps naturally, job responsibilities. Overall, there was a marked rejection (e.g., compared to the statewide and community leader data) of barriers implying disinterest or lack of capability for further education.

Conclusions and Recommendations

It is worth reiterating at this point several impressions about the Eureka/Humboldt area. The locality is contending with an economic slump more severe than the national situation. (2) Local people have a marked confidence in their abilities, and in those of their neighbors. (3) There are substantial minority group contingencies and people with "alternative" life styles. (4) There are many who are unemployed, underemployed, or simply poor. (5) There are many rural denizens who face long commuting distances to schools.

The existing educational resources--Humboldt State, College of the Redwoods, the Adult School, the other informal "schools"--within this context of needs, seem piecemeal, scattered, underdeveloped, underpublicized, and uncoordinated. The community and educational leaders told us that they could meet a host of needs if the state would only provide them with more money. They very clearly did not want another competitor for that money, and, not surprisingly, argued against the creation of "another layer of bureaucracy." Yet the issues are what,

specifically, should these dollars buy in order to fulfill unmet needs, how should responsibilities be allocated, and would more money, alone, pumped into the status quo, really facilitate change. It is not simply the number of staff that must be considered, but also the suitability of the structure and processes of these efforts, and the kinds of purposes and responsibilities that are accepted.

Let's take some examples. Humboldt County is spacious, and money cannot eliminate the problem of commuting time faced by rural inhabitants seeking an evening at an existing school. A major complaint voiced by our respondents arises from conflicts between available time and predetermined conflicts. HSU and CR are conventional institutions in the sense of certification functions and adherence to accepted practices on behalf of those functions. Pouring money into a model of education whose inaccessibility is tied to its design does not address that inaccessibility, and surely cannot put more hours in these peoples' day. The Native Americans we spoke to argued that many of the practices and trappings of conventional education do subtle violence to the cultural identities of their people. Without a commitment to examine these kinds of issues, will more dollars help? Retired teachers will not sit at desks and passively have knowledge "poured in" them by a lecturer one-third their age. To buy more lecturers would be to miss the point.

To train people for jobs for an economic structure that is changing in response to long run national trends could eventually force these people to look elsewhere for jobs. Several informants were very explicit in emphasizing that they don't want to do that. Some people need more

education to get a job, yet because they don't have a job they are on welfare, and the law tells them to go look for work, but "there aren't any jobs" (to quote an EDD staff member). Putting more money into separate agencies following their own plans, without an examination of the total picture, could only lead to more efficient "enforcement" of this sort of institutionalized cycle.

Among the basic unmet needs of the Eureka/Humboldt County area for further postsecondary education are the following:

- (1) Assistance to those whose job and family commitments make for time and distance restraints; their needs include personal enrichment as well as occupational advancement or change;
- (2) Assistance for those who want to take initiative themselves in organizing their learning around specific or even implicit perceptions of individual need or purpose, whether conventional or emergent;
- (3) Assistance for those seeking to practice divergent cultural and learning styles;
- (4) Generating approaches to learning immediately relevant to the needs of a changing community;
- (5) Further coordination of existing resources;
- (6) Conversion of underutilized resources and development of existing resources with particular potential and creation of both.
- (7) Collective and individualized learning situations that begin to provide forums such that individual initiatives can be formed and shared.

What is needed perhaps as a start, is a serious self-examination, cooperatively, by the agencies and institutions responsible for meeting educational and other human needs in the area. The various services need to be

examined as a unified totality. Such a critique could well lead to a commitment to begin efforts to coordinate activities and resources (as against jealously competing for funds from Sacramento).

Several individuals with whom we talked had specific suggestions that are worthy of note. A representative of the public library urged greater coordination of existing resources, and felt that the library was the natural focus. She pointed out that information on various services could be centralized there, that the library could be used for meetings, and that library staff could facilitate meetings between interested persons and resource people in the community.

A Phase II community leader argued that studenthood should be made a respected and governmentally subsidized "occupation" in order to render the trade-offs between economic and educational needs less painful.

Upon learning about the university-without-walls model, several EDD staff indicated interest because: (a) they saw it as a way to learn more from the realities of their profession in which they were already immersed, and (b) it could provide them with access to further certification without having to part with their jobs.

One representative from the Native American community offered five specific recommendations:

- (1) that "Native American Studies" be included in the general education requirements at HSU;
- (2) that certification and material support be provided for the study of traditional (Native American) cultural practices, languages, and so forth, at off-campus locations;
- (3) that a Native American cultural center be established at HSU;

(4) that an acceptance process be determined for including "eminent persons" (individuals without college degrees but who possess special expertise) into the cultural studies program; and

(5) that a satellite doctoral program be set up in Humboldt County so that those seeking PhD's need not be cut off from the community through which their learning is to be given.

Another Native American, in a thorough discussion of the problem, called for a large-scale revamping of many state and federal regulations and procedures which lead to de facto discrimination or other hardships for Native American students.

Several senior citizens in various ways urged recognition of very basic incongruencies between their interests and the perspectives of a system geared toward training or preparation. They want education which is structured in response to their interests, and said that in their case, education must be viewed as an item which is "consumed" for its own merit, not as a social investment. They urged recognition that for many it is also a social activity, and that classroom teachers who follow more or less rigid instructional and organizational processes will simply be ignored. They feel that often they already possess much of the expertise for competent educational leadership within the senior community, and that assistance with finances, materials, space and transportation could help them to draw upon their own abilities and self-awareness in ways that would suit their interests. They said that they do not have the money, energy or desire to compete with younger people in conventional classes geared to developing applied expertise and determining certification.

My own recommendations assume that "solutions" to these problems cannot come about through budgetary talismans, that the Eureka/Humboldt

area is a community seeking qualitative growth, and that the mandate for new educational services should be derived chiefly from the purposes of the individuals who populate that area. I would propose to design and experimentally implement a process that: (a) aids the individual to interpret his or her purposes in terms of personal goals for both self and community; (b) critically relates these goals to the meanings of past experiences; (c) identifies and uses existing learning resources (both "academic" and "experiential") in the construction, implementation and evaluation of individualized study plans--designs in which each element is selected and coordinated to fit the goals mentioned above; (d) evaluates these learning experiences not with reference to conventional expectations but rather in ways that seek only to elucidate the next step; and (e) seeks to develop the capacity in each individual to direct this sort of activity as an ongoing part of his or her daily life (beyond time as an enrolled student). In this way the needs of the people, themselves, will begin to directly coordinate the abundant resources of the Eureka /Humboldt community--without relying on any more "layers of bureaucracy."

EUREKA

(Data are percentages)

	FIELD PCLL	COMMU- NITY LEA- DERS	TOTAL COMM- UNITY	NEIGH- BOR CENTER CLASS	INC- LAN REPS	SEN- IOR CITI- ZENS	ADULT EDUC CLASS	YOD STAFF	AC- TARY CLUB
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	12	102	21	5	14	13	11	12
NUMBER RESPONDING TO QUESTIONS 3-10	618	12	85	20	5	8	9	11	10

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	35	83	55	100	57	69	100	83
B. NO	41	57	16	5	0	43	31	0	17
C. NO ANSWER	0	1	1	0	0	0	0	0	0

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	11	5	0	0	25	0	9	10
B. BUSINESS/PUBLIC ADMINISTRATION	11	9	13	0	20	0	56	9	10
C. CONSUMERSHIP/MONEY MANAGEMENT	2	10	5	0	0	0	0	0	0
D. EDUCATION/TEACHING	3	6	7	5	20	0	0	0	10
E. HUMANITIES	13	4	8	10	0	25	0	9	20
F. NATURAL SCIENCE	5	9	6	5	0	0	0	18	10
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	4	7	25	0	0	0	0	0
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	8	18	30	20	0	0	36	0
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	7	13	15	0	38	0	18	20
J. VOCATIONAL SKILLS/TRADES	18	27	4	0	0	0	11	0	0
K. BASIC SKILLS	2	0	0	0	0	0	0	0	0
L. OTHER	3	0	5	5	0	0	11	0	20
M. NO ANSWER	4	0	11	5	40	13	22	0	0

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	12	42	60	0	25	22	27	30
B. TO WORK TOWARD A DEGREE	28	14	48	75	40	13	56	45	10
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	17	78	55	60	75	67	64	60
D. PERSONAL SATISFACTION, HAPPINESS	66	24	72	50	60	50	67	64	50
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	9	29	65	0	0	22	9	30
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	9	45	85	20	13	44	18	10
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	9	60	50	60	25	33	45	50
H. TO IMPROVE INCOME	44	31	52	80	0	25	67	36	30
I. TO PREPARE FOR A JOB	42	29	48	85	20	0	56	64	0
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	19	51	75	60	0	33	64	60
K. OTHER	1	1	15	15	40	13	22	9	10
L. NO ANSWER	0	0	0	0	0	0	0	0	0

	FIELD COLL	COMM- UNITY LEA- CERS	TOTAL COMM- UNITY	NEIGH- BOR- CENTER CLASS	INC- LAN- REPS	SEN- IOR CITI- ZENS	ADULT EDUC- CLASS	EDD STAFF	RC- TARY CLUB
NUMBER RESPONDING TO QUESTIONS 1-2, 11-18	1040	12	102	21	5	14	13	11	12
NUMBER RESPONDING TO QUESTIONS 3-10	618	12	85	20	5	8	9	11	10

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	19	58	75	80	0	56	64	50
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	14	9	20	0	0	22	0	0
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	24	75	100	60	25	67	73	50
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	11	19	0	40	25	22	9	20
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	22	59	60	80	25	44	73	50
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	9	15	0	20	63	11	9	20
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	30	53	65	60	25	56	64	70
H. SESSIONS HELD ON WEEKENDS	16	12	44	60	40	25	33	55	40
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	14	44	35	40	75	33	73	50
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	14	53	55	60	38	44	82	40
K. CORRESPONDENCE STUDY AT HOME	13	10	15	15	20	25	11	36	30
L. PRIVATE LESSONS	15	6	16	25	0	25	22	0	20
M. OTHER	2	1	12	15	0	13	0	0	0
N. NO ANSWER	1	0	0	0	0	0	0	0	0

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	7	8	0	0	13	0	36	10
B. AT PLACE OF WORK	8	8	4	5	0	0	0	0	0
C. WITH PRIVATE TUTOR	3	3	0	0	0	0	0	0	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	13	14	20	60	0	11	9	20
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	4	4	0	0	38	0	0	0
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	18	15	30	0	25	22	9	10
G. A HIGH SCHOOL	2	5	2	0	0	0	11	5	0
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	4	1	0	0	0	11	0	0
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	18	8	10	0	0	0	0	10
J. A PRIVATE COLLEGE OR UNIVERSITY	4	2	0	0	0	0	0	0	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	8	14	5	20	13	22	27	0
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	5	2	5	0	0	0	0	10
M. OTHER	1	0	9	5	0	0	0	0	10
N. NO ANSWER	3	2	18	20	20	13	22	9	30

	CCPMU- AITY FIELD	TOTAL LFA- DEMS	COMM- UNITY	NEIGH- BOR- CENTER CLASS	INC- LAN REPS	SEN- ION CITI- ZENS	ADULT EDUC CLASS	EDU STAFF	RC- TARY CLUB
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	12	102	21	5	14	13	11	12
NUMBER RESPONDING TO QUESTIONS 3-10	618	12	85	20	5	8	9	11	10

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	22	25	0	C	75	22	27	70
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	14	14	5	C	0	33	18	20
C. A PUBLIC SCHOOL CREDENTIAL	5	10	6	5	2C	0	11	0	0
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	20	1	0	C	0	0	0	0
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	15	4	15	C	0	0	0	0
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	13	16	35	20	13	0	18	0
G. MA, MASTERS DEGREE	9	5	13	10	C	0	11	30	0
H. GRADUATE OR PROFESSIONAL DEGREE	7	3	9	15	4C	0	0	0	10
I. OTHER DEGREE OR CERTIFICATE	1	2	7	10	2C	0	11	0	0
J. NO ANSWER	3	0	5	5	C	13	11	0	0

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	32	27	55	C	38	44	9	0
B. \$30	36	38	40	25	4C	50	33	45	40
C. \$60	15	15	21	20	6C	0	0	36	40
D. \$90	10	7	5	0	C	0	11	9	0
E. \$120	1	4	0	0	C	0	0	0	0
F. \$150	3	1	0	0	C	0	0	0	0
G. \$180 OR MORE	8	1	2	0	C	0	0	0	20
H. NO ANSWER	1	0	5	0	C	13	11	0	0

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	38	19	5	C	38	24	36	40
B. 5-9 HOURS	26	26	33	30	8C	38	33	18	60
C. 10-19 HOURS	27	16	27	45	2C	0	33	45	0
D. 20-29 HOURS	14	8	5	5	C	13	0	0	0
E. 30-39 HOURS	4	5	6	10	C	0	0	0	0
F. 40 HOURS OR MORE	8	3	8	5	C	0	0	0	0
G. NO ANSWER	0	0	2	0	C	13	11	0	0

	FIELD POLL	CCPMU- CITY 1FA- DEPS	TOTAL COMM- UNITY	NEIGH- BOR- CENTER CLASS	IN- TAC- IAN REPS	SEN- IOR CITI- ZENS	ADULT EDUC CLASS	OOD STAFF	AC- TARY CLUB
NUMBER RESPONDING TO QUESTIONS 1,2, 11-13	1048	12	102	21	5	14	13	11	12
NUMBER RESPONDING TO QUESTIONS 3-10	618	12	85	20	5	8	9	11	10

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	31	45	43	40	21	23	82	67
B. RECEIVE TRAINING IN BASIC SKILLS	9	18	9	19	0	0	8	0	8
C. USE LOCATION AS A PLACE TO STUDY	10	13	17	24	40	0	15	27	0
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	17	27	62	0	0	15	36	8
E. PERSONAL COUNSELING	13	15	23	67	40	0	8	9	0
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	17	24	43	40	7	15	27	8
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	17	34	71	40	0	15	36	8
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	19	27	48	40	14	23	27	17
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	15	30	62	40	7	8	18	25
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	16	29	52	40	0	23	9	25
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	12	21	38	20	0	8	27	8
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	16	23	10	20	43	31	9	25
M. NO ANSWER	1	0	6	0	0	36	8	0	0

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	39	43	67	20	29	23	27	8
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	15	20	29	0	7	8	27	8
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	18	16	14	0	7	8	18	25
D. COURSES AVAILABLE NOT INTERESTING	8	14	9	5	0	14	0	0	17
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	26	29	33	60	14	8	45	33
F. HOME RESPONSIBILITIES	27	28	33	52	20	7	38	27	25
G. JOB RESPONSIBILITIES	21	26	45	71	100	7	46	18	67
H. TRANSPORTATION PROBLEMS	10	27	16	29	0	29	8	0	0
I. CHILD CARE PROBLEMS	13	18	9	24	20	0	15	0	0
J. DON'T KNOW HOW TO GET ENROLLED	2	15	7	5	0	0	0	0	0
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	13	4	10	0	0	0	0	8
L. NO REASON FOR MORE EDUCATION	0	15	2	0	0	14	0	0	0
M. NOT ENOUGH ENERGY OR STAMINA	11	10	8	0	0	21	8	0	0
N. PROBABLY COULD NOT DO THE WORK	4	13	1	0	0	0	0	0	0
O. TOO OLD TO GO BACK TO SCHOOL	15	11	2	5	0	0	0	0	0
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	14	7	0	0	21	15	0	8
Q. OTHER REASON	7	0	19	14	40	14	15	27	8
R. NO ANSWER	1	1	8	0	0	29	15	9	8

CENTRAL LOS ANGELES

Pamela J. Roelfs

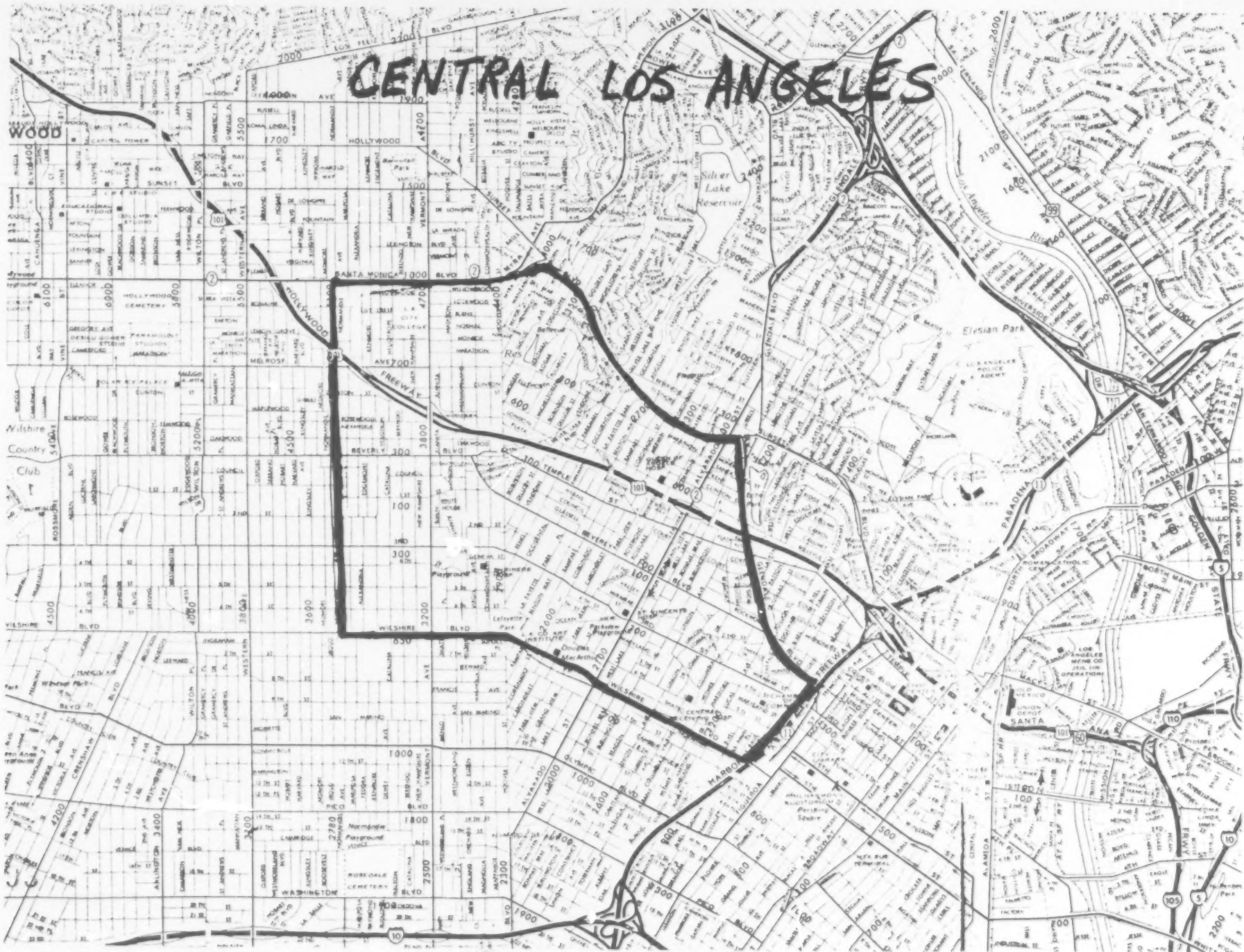
The Community

Central Los Angeles, for the purpose of this community needs analysis, is an area just northwest of downtown Los Angeles, defined by the Harbor Freeway on the east, Wilshire Boulevard on the south, Normandie Avenue on the west, Santa Monica Boulevard on the north, and Sunset and Glendale Boulevards on the northeast. With an estimated population of 89,000 in 1970, the area includes portions of neighborhoods often labeled Echo Park, Silver Lake, East Hollywood, Westlake, and MacArthur.

The area seems to be half commercial, with small businesses lining Beverly, Vermont, Wilshire, and other thoroughfares. Banks and major department stores such as Bullock's pioneered here in the 30's in establishing branch locations in residential areas. The other half is residential, with apartment buildings, board and care hotels, and small homes in varying stages of decay crowding each other.

Hundreds of thousands of vehicles pass over Central Los Angeles each day on the Hollywood Freeway, which bisects the area, or the gigantic interchanges for the city's freeway system, located just blocks east and south of the area's boundaries. To the east, on the other side of Harbor Freeway, is downtown--the Civic Center, government office buildings, savings and loan companies, banks, insurance companies, oil company headquarters, department stores and miscellaneous skyscrapers.

Central Los Angeles is among the oldest sections of the city. In the 1890's an oil boom began with a well dug near the present intersection of



Second Street and Glendale Boulevard and quickly developed into a field of 500 oil wells. The sump hole for the wells became the city's first playground, Echo Park. And Central Los Angeles became one of the fashionable places to live. By the turn of the century the area was served by three cable car lines. One line ran from the old plaza over small steep hills to pass by the stately Belmont Hotel atop Crown Hill (present site of Belmont High School), a pleasant stop on carriage trips to the ocean. The other lines went to Westlake (now MacArthur) Park and Hoover, popular spots for picnics, camping and hunting. A hot springs resort was located near the present intersection of First Street and Vermont.

Some fine but tired-looking remnants of the elegant residential neighborhoods here in the early 1900's still can be found on isolated tree-lined streets. But for years the single-family homes have been disappearing for construction of apartment buildings--multi-family dwellings, townhouses, low-rent units, luxury high-rises, and senior citizen residential hotels. By 1970, 86% of the housing units in Central Los Angeles were renter-occupied.

Now, the Central Los Angeles area, as defined, is generally a low-income area, with more than 40% of its families earning less than \$7,000 in 1969. In that year, 12% of the families were dependent on public assistance or public welfare income. A relatively large proportion (one-fourth) of the area's population is over the age of 60. Many of these seniors have no income besides social security, and the majority live in retirement centers, board and care hotels, and convalescent homes.

There are several middle-income neighborhoods of families, professional singles, and retired couples in the area, e.g., homes around the

Bellevue Reservoir and apartments near the Bullock's Wilshire store. Approximately 15% of the families in Central Los Angeles had incomes over \$15,000 in 1969.

Central Los Angeles is unique in the city for its diversity of ethnic minorities, particularly recent immigrants. Approximately one-third of the area's population in 1970 were foreign-born; another one-fifth were of foreign or mixed parentage. In addition, there are uncounted thousands of illegal aliens living within a mile south and southeast of the area.

Among the immigrants settling in Central Los Angeles, more than 40% are Spanish-speaking. Unusually large concentrations of Latin and South Americans and Cubans reside here; together they comprise over one-eighth of the total population of the area. In contrast, people from these geographic origins constitute only 3% of the citywide population.

There are substantial numbers of residents (as many as one-sixth of the area's population) who are Japanese, Chinese, Korean, Thai, and Samoan. Many Filipinos, for example, have settled in "Manila Town" around Temple and Rosemont Streets.

Small but commercially active enclaves of European immigrants, such as the pocket of Armenians in the northwest corner, are scattered throughout Central Los Angeles. One of every 20 residents in the area has recently immigrated from an Eastern European country; an additional 8% of the population have come from Western Europe.

One of the largest concentrations of Native Americans in the country is in Los Angeles. As many as 2,000 are estimated to be living in this part of the city.

Although much of the area south of Olympic Boulevard is all-black, few blacks live in the Central Los Angeles area under study. In 1970

only 3% of the area's population were of this ethnic group. However, community spokesmen have observed an increasing number of blacks moving into the area in recent years.

Central Los Angeles has often been described as an area in transition. Immigrants settle here for a year or so until they find jobs, or better-paying jobs, or until they can break away from the American relatives they originally came to live with. Seniors move into the area to retire, or to die, when they can no longer afford the homes or physical mobility they had been accustomed to elsewhere. Some students at the two-year college located in the northwest corner of the area rent rooms in the neighborhood for as long as it takes to complete certificate or degree requirements.

Opportunities for Postsecondary Education

Within one mile of the Central Los Angeles area are a community college, an adult school with several neighborhood branches, a regional occupational center, and 46 proprietary institutions offering a wide variety of training and learning opportunities. The nearest four-year public institution, California State University of Los Angeles, is located 6 to 9 miles to the east via the San Bernadino Freeway. The University of California at Los Angeles is located 10 to 12 miles to the west through city streets. Four private institutions are nearby: the University of Southern California and Pepperdine University, located 5 to 10 miles to the south; Occidental, 5 or so miles to the northwest; and Loma Linda University, 3 or so miles to the east.

California State University of Los Angeles. Approximately 60 undergraduate and 45 masters programs are offered on the campus at a cost of

\$56 for 12 or more units per quarter. Around half of the college's students attend classes after 4 p.m. Requirements for many of the degree programs can be completed through evening courses.

Extension classes are offered at a variety of locations, although none presently are given in Central Los Angeles. Residents can take courses in nearby Eagle Rock/Glenjale or at the Los Angeles Civic Center for \$75 a course. A maximum of 36 quarter units can be earned toward a baccalaureate through extension or correspondence credit. A few televised courses are available, including some that can be used to satisfy in-service training in reading for teaching and relicensure requirements for dentistry.

Los Angeles City College. Los Angeles City College (LACC) is a complex of 13 concrete buildings and some 25 bungalows on 40 acres in the northwestern part of Central Los Angeles. As the city's first junior college, it opened its doors in 1929. Current enrollment is more than 19,000 students, one-third of whom attend during the evening. An estimated 3,800 students (2,400 day and 1,400 evening) reside in the Central Los Angeles area as defined.

LACC offers a number of two-year programs leading towards an AA., A.S., or occupational certificate, with academic coursework generally transferable to upper-division institutions. Employed students may enroll in the cooperative education program and earn 8 or more units of credit for work experience of at least 5 hours a week combined with weekly meetings on campus with a LACC instructor. Work-study credit of this type may or may not be transferable to a particular four-year college.

Any resident of Los Angeles who is at least 18 or a high school graduate can enroll in any of the eight Los Angeles Community Colleges which together provide preparation for more than 200 vocations. There is

no tuition charged in the two-year colleges. Students bear the cost of books, supplies, and a nominal student activity fee. The nearest community college outside Central Los Angeles is Los Angeles Trade Technical College, located a mile or two south, which is renowned for its occupational training programs. Businesses and industries are on waiting lists for graduates of some of its programs.

Off-campus courses are available through at least two LACC programs. The Outreach Program offers credit courses at several locations in or within five blocks of Central Los Angeles. These include a church, Juvenile Hall, Head Start agencies, a community action agency, Pacific Telephone branch offices, and the American Institute of Banking. More than 1,500 students, an unknown number of whom live in the Central Los Angeles area, have enrolled in classes at these locations. The program also contains an educational telephone network.

In LACC's Satellite Program, students work toward two-year degrees or certificates by taking some courses at neighborhood locations and coming to the campus for others, e.g., science laboratories. An estimated 85 Central Los Angeles residents participate in this program, which involves a total of 4,000 students.

This is the first year for the Campus Center for Senior Adults. This center, located on the campus, does or will soon provide recreational and cultural programs, senior noon meals, and workshops and training in volunteer work, guest lecturing, health education, consumer protection, and pre- and post-retirement courses. Services include a telephone hot line, a mobile unit, and peer counseling and assistance to seniors interested in entering regular community college programs.

There are also Community Service Programs aimed at all age groups such as mobile advisement, tutorial and narcotic information centers, film series, physical recreation activities, and avocational courses costing up to \$20 apiece.

Community Adult School. One of the 28 community adult schools operated by the City Unified School District is located within Central Los Angeles. Belmont Adult School, with a cumulative enrollment of more than 15,000 city residents, is housed in the high school of the same name in the southeastern corner of Central Los Angeles. This school has two branch locations--Virgil Junior High School in the western part of Central Los Angeles, and the Civic Center/County Courthouse--and offers a variety of noncredit courses as well as courses for credit toward eighth grade or high school equivalency certificates. Drafting and business education proficiency certificates are also available.

English as a Second Language (ESL) is the single most popular subject; currently half of the Belmont classes are in English language training. Citizenship training, English, Spanish, math, social science, speech improvement, business education, secretarial science, homemaking, and trade and technical training are among the other subjects offered weeknights between 4 and 9:30 during the school year.

Classes are also arranged to be held during the day and evening at 12 other locations in Central Los Angeles or within five blocks of the area. These include two elementary schools, three street schools or youth service centers, two public library branches, an Indian Center, two senior citizens centers, and three churches. Generally one or two classes are offered at each of these locations.

City residents who are at least 18 or high school graduates may enroll in any of the 28 community adult schools in Los Angeles for less than \$9 per term. Several adult schools are located near Central Los Angeles-- Evans and Hollywood to the north, Los Angeles to the west, Manual Arts and Jefferson to the south, and Roosevelt and East Los Angeles to the east.

Belmont offers a number of telephone classes for noncredit or high school credit. Approximately 500 students of all ages, many of whom reside in Central Los Angeles, have registered for these classes. Free and requiring nothing more than a standard telephone, the program has had many participants who are physically handicapped persons, shut-ins, or residents of convalescent homes.

Regional Occupational Center. The Central City Regional Occupational Center, enrolling 10,000 city residents, and its paramedical branch, with 2,000 students, are each located within a couple miles of the southern boundary of Central Los Angeles. They operate weekdays and weeknights year-round with open enrollment and exit opportunities in various job training programs that may last from two weeks to a year, depending on the skills needed.

At the Central City Center, certificates of proficiency can be earned for a variety of skills such as appliance repair, auto trim and glass, barbering, commercial food preparation, custodial engineering, floor covering, retail cashiery, office machine repair, offset stripping/plate making, power sewing, meat cutting, tool and die, upholstery--furniture and auto--and welding.

At the Paramedical Occupational Center branch a person can learn to be a medical receptionist, medical transcriber, hospital admitting clerk,

practical nurse, medical claims examiner trainee, medical file clerk, dietician assistant, radiologic technologist, childcare assistant, dental assistant, or other medical worker. The final training for these jobs includes some experience in area hospitals.

Residents of Los Angeles who are 16 or older can enroll in any of the city's five Regional Occupational Centers for less than \$9 and the cost of class materials, generally less than \$25. Training at the centers emphasizes marketable job skills, with specific program offerings determined by the needs of city businesses and industries. Consequently, job placement rates of persons who earn certificates of proficiency are high, ranging from 70 to 100% for particular skill training programs.

Proprietary Institutions. There is an abundance of proprietary institutions located in or within one mile of Central Los Angeles as defined for this study. The largest proprietary institutions are probably Woodbury University, whose main emphasis is business, and West Coast University, whose offerings focus on engineering.

At least two other "comprehensive" proprietary colleges and a wide variety of other profitmaking schools offer specialized training opportunities in or within one mile of Central Los Angeles. These include 4 schools of law, 2 business colleges, 3 court reporting colleges, 2 financial/credit training schools, 2 computer programming institutes, 1 typewriter repair training center, 1 motel-hotel management schools, 2 bartending schools, 1 candy-making school, 2 nursing colleges, 2 medical/dental assistant schools, 2 chiropractic colleges, 1 art institute, 1 opera academy, 1 driving school, 3 modeling/fashion schools, 1 self-defense school, 6 language schools, 1 memory school, 1 astrology institute, 2 oriental philosophy schools, and 1 chess training center. Many of these proprietary institutions grant

degrees. Some "guarantee" job placements after payment of tuition and completion of their programs.

Other Community Educational Resources. The Los Angeles Parks and Recreation Department offers some recreational and crafts programs in or near the area, such as at the Lafayette Park Senior Citizens Center. At MacArthur Park there is a Senior Center and the Los Angeles County Art Institute. Three YMCA's in or near the area offer physical recreation activities on an individual or group basis to some 4,000 to 6,000 men each year; the one YWCA in the area is essentially a residence for transients, especially from Japan.

A few businesses in the area offer courses to the general public. For example, Merrill Lynch recently conducted a free course on "How to Invest" at a branch library. Two or three area hospitals have nursing training programs.

The Los Angeles Public Library System has a Service to Shut-Ins staffed by volunteers. Last year more than 50,000 books were circulated among 1,200 seniors in the city. In Central Los Angeles, more than 30 shut-ins and 10 convalescent homes were furnished books and films.

Educational Interests

In Central Los Angeles, five groups were asked to complete the Adult Educational Interests Questionnaire (AEIQ). These groups were mainly from Belmont Adult School evening classes and include the following:

- (1) The largest group were in Adult School classes in English as a Second Language (ESL). Most of the class members were Latin, South American, or Asian immigrants. Around two-thirds of them indicated they had completed high school here or in their homelands. The majority were males under 30 years of age and currently employed in blue-collar jobs.

(2) A second Adult School group consisted of court reporting students. Class members were mostly young women of a wide ethnic mixture, almost all employed in clerical jobs. Nearly half indicated one or two years of business or technical school training, and three of the 22 had completed college.

(3) A third Adult School group were Spanish students. The majority of this class were male, white, and in their 30's to 70's. Most were in white-collar jobs; three of the group were retired. Class members were relatively well educated in that no one reported less than a high school education and one-third were college graduates.

(4) Native Americans were interviewed at the Los Angeles Indian Center, Inc., located downtown within a couple of blocks of the eastern boundary of the area under study. These individuals come to the Center Monday and Wednesday evenings to work toward their high school diplomas. Transportation to and from the Center is furnished by the Center bus. The majority of the group completing questionnaires were middle-aged, female, with annual family incomes of less than \$5,000.

(5) Senior citizens were interviewed at a residential retirement center on the northwest edge of Central Los Angeles. The nine who completed questionnaires were women over 70 years of age, the majority of whom had had at least some college training; three held advanced degrees. Several had been teachers. An additional 10 to 15 seniors from the center, where approximately 300 retirees and convalescents live, participated in a group discussion of adult educational interests and needs.

These five groups can not be considered representative of Central Los Angeles residents in general. However, opinions and comments from them and from Phase II spokesmen and other individuals in the area may provide clues to the educational interests and needs of the area's adults. In the table on pages 116 to 119 are the AEIQ responses to selected questions for the five groups completing questionnaires as well as for the statewide Field Poll sample. Also provided in the table are the total community estimates by six of the Phase II spokesmen.

Interest in Further Education. Most of the respondents in Central Los Angeles were adult education students, so it is not surprising that they were interested in some form of further learning. From 71 to 100% of each of the five groups interviewed desired courses or learning activities beyond high school.

Content Area of Interest. The groups varied in skills and topics of interest to them. Two of the groups--the court reporting class and the Spanish class--expressed interest in continuing in the fields of their present involvement. Over half of the court reporting class indicated interest in the business/public administration field, listing stenotyping or court reporting as the one subject they would like to learn more about. An additional four class members indicated interest in related topics of legal procedures and court reporting language. Sixty percent of the Spanish class mentioned Spanish as the specific topic.

The ESL group was the only one to confirm the community spokesmen's estimate that the field of greatest interest in Central Los Angeles is vocational skills and trades. Nearly one-third of the ESL students indicated this field to be their first choice in further learning experiences. Another 22 percent of the group were interested in basic skills, specifically English language training. These two fields were rarely mentioned by the other groups interviewed in Central Los Angeles.

Five of the senior citizens were interested in learning something in the personal development area, specifically lipreading or memory improvement. Group discussion with these adults revealed a desire on their part to be able to communicate with and help their friends and neighbors who were hard of hearing. Other topics or skills of interest to this group were handicrafts and Spanish, the latter for conversing with Spanish-speaking employees and residents at the center.

The Indian Center respondents all expressed interest in learning something but, as a group, didn't focus in on any one topic or skill.

Reasons for Further Learning. The Central Los Angeles groups interviewed concurred with the statewide Field Poll respondents in feeling that "to be better informed" and "personal satisfaction" were the main reasons for further learning.

"To prepare for a job," "for a job requirement," and "to improve income" were also important reasons for learning among the ESL, Indian Center and court reporting respondents. The Phase II community spokesmen had anticipated that these would be the main reasons for learning in the area:

"We've had a tremendous Latin influx from Central America, South America, and Cuba. These are ambitious people out to make a buck; that's why they came. They need English for employment."

"In this area, the main thing is making the dollar, making ends meet."

"This is a place where a person wants to get a job to get up off the bottom of the totem pole. This is not a place where you have courses in how to navigate small boats or how to play a better game of tennis or something like that."

For many area residents, learning seems to be an important way "to meet new people, get away from the daily routines." Whereas this was the seventh most frequently cited reason among respondents statewide, it was the second or third most frequently mentioned by the Spanish class, the Indian Center group, and the senior citizens. This bears out one Phase II person's observation that many in the area will engage in educational activities "to fill their time because they're lonely and bored."

More than 10% of the people interviewed in Central Los Angeles wrote in reasons of their own to clarify their interest in further learning. The senior group was the most inclined to give specific reasons not listed in the questionnaire, particularly (lipreading and Spanish) to improve their ability to communicate with others. Other individual reasons given

by Central Los Angeles adults included "to know a little of everything," "to be independent," and "(Spanish) for vacation travels."

Preferred Ways of Learning. Evening classes appeared to be especially popular in this area. Only one out of three statewide respondents opted for evening classes at a location within five miles, but more than half of the ESL students, 80% of the Spanish class, and 91% of the court reporting class preferred to learn in such a way. These groups indicated similarly high interest in evening classes at a campus of the nearest college. All three groups currently were enrolled in neighborhood adult school evening classes. Day classes--either at a college campus or any other location within five miles--had relatively little appeal to the Central Los Angeles respondents.

Although the most popular time for classes was reported to be the evening, many Central Los Angeles residents expressed reluctance to go to night classes in downtown locations, or locations which have poorly lighted or distant parking lots and bus stops, or classes which are scheduled to end as late as 10 p.m. Some Regional Occupational Center classes, particularly those geared toward women, have had to be cancelled because of insufficient numbers of people willing to be in that area of downtown at night.

Only one group--the court reporting class--seemed much interested in employer or union sponsored on-the-job training, work-experience coursework, or in learning at a place of work. Many businesses in the area have in-house training programs for basic skill development, special assignments, and promotions. But there was a feeling among the Phase II spokesmen that employer-based programs had several limitations. As one Central Los Angeles businessman said:

"Often employees do not have equal access to the programs because of work location or some other factor. Employees may not be able to take a course in advance of employer need at their own pace. And, in some courses, in-house mythology may become the dominant content."

Court reporting students also were the most interested in TV courses. This group seemed to be the most flexible in the ways they would study or learn, with class members checking an average of more than six ways that they considered appropriate "in view of their work and family commitments, life style and so forth." Such flexibility on the part of the class members may reflect the limited number of public institutions offering the curricula they want. One of the students pointed out that "only one adult school in the entire city offers court reporting courses--absurd!"

At the Indian Center, two of the 11 respondents were unique among the Central Los Angeles adults interviewed in their desire for an "other" way of learning that combined group instruction with individual assistance. The adults working toward their high school diplomas said that one of the most important factors in continuing to come to the center was their freedom to learn at their own speed and still ask for help whenever they needed it.

Preferred Place of Learning. The most popular location among Central Los Angeles adults interviewed was an adult learning center within five miles of home. Interest in such a center was indicated by almost half of the Spanish class, one-third of the ESL students, and more than one-fourth of the Indian Center group. Only one in eight of the statewide Field Poll sample preferred this location.

College campuses were preferred for learning by two of the groups. "A state university or college campus" was second most frequently mentioned by ESL students, and "a community or junior college campus" was second most frequently checked by the Spanish class members. This interest reflects a

Phase II spokesman's perception that some people in Central Los Angeles "like to come to the university--they like the green grass and that kind of thing--in spite of the parking problems and all the other horrendous difficulties."

The senior citizen group indicated home or "other" (retirement center facility) as their preferred place for pursuing independent study and correspondence work. None of the seniors interviewed expressed interest in evening classes or classes at college or high school locations. During discussions with the retirement center residents, they said they wanted something they could do in their own rooms whenever they felt up to it.

There are a variety of reasons associated with preferences in locations for learning. Four of the five Central Los Angeles groups indicated "convenience" as the chief reason for selecting a particular place. As one Phase II spokesman pointed out:

"The most important thing for all these classes is convenience. For instance, if a man works all day, he's tired when he's through, and he certainly doesn't feel like traveling all the way to UCLA or Hawthorne or the Valley or any other place. He can't really--I don't care how young he is--for a class. Maybe he'll go five or six blocks... or travel 10 to 15 minutes. Maybe he has the desire and wants to do it. The body just can't get him there."

The fifth group--ESL students--selected a location where they "will be most comfortable with the people--instructors, students--there." One Mexican-American reported she wanted to pursue a college degree, but when faced with going to LACC, CSULA, or any other college, she was reluctant because "it's scary to go outside the area I live in. I'm just not comfortable outside my own neighborhood." Recent immigrants may feel vulnerable off their own block.

Interest in Credit for Learning. Three of the Central Los Angeles groups expressed interest in academic credit and occupational certificates.

About one-third of the ESL class and one-fourth of the court reporting and Indian Center respondents were interested in obtaining credit toward four-year college degrees or graduate degrees. These proportions are similar to the percentage (30%) of statewide respondents who indicated a desire to work toward bachelor's degrees and beyond. However, the groups interviewed may be atypical of the residents in Central Los Angeles. Phase II spokesmen's estimates of the numbers of area adults interested in bachelor's or graduate degrees were much lower. In group discussion, several felt that less than 5% of the area's population desire such degrees.

Occupational licensing was of interest to the ESL and the court reporting students. One-sixth of each group expressed interest in skill certification. Statewide, only one in 12 of the Field Poll respondents desired licenses.

Two of the Central Los Angeles groups--the Spanish class and senior citizen group--were not interested in either degree or occupational certificate credit. These individuals, many of whom are already well-educated, left the item blank or indicated they were not interested in any form of credit.

Cost Considerations. The majority of the Central Los Angeles respondents (over half of every group and around three-fourths of the Indian Center and ESL respondents) reported they were unwilling to spend more than \$30 for any course or educational activity that met for at least four months. Only one Spanish student and four ESL students said they were willing to spend \$150 or more for a course.

The high numbers of Central Los Angeles residents indicating unwillingness to pay is a reflection of the low family incomes of the area relative to those of the state as a whole, and perhaps also of the current availability of no-cost adult education and community college courses in the area.

Desired Amount of Time to Devote to Learning. Although the Indian Center group is least able to afford the cost of coursework, it is the most enthusiastic about the number of hours willing to spend on studies. Nearly half of the Center respondents reported they would spend at least 20 hours a week on their learning activity. Among the other four groups, 0 to 18% said they would spend this much time.

The majorities of three groups--the senior citizens, the Spanish class, and the ESL students--preferred spending less than 10 hours a week on learning activities and studies. The Spanish and ESL class members may like the in-class-learning emphasis of their current adult education courses, or they may have little time left for learning activities after taking care of the business of surviving. As one respondent put it: "How can a person with low income, and has to work 40 hours, with responsibilities at home, with children, fit into these hours (of classes and study)?"

Although the senior citizens have much free time, residents of the retirement center indicated that the maximum time they could sit comfortably and concentrate on any lecture, instruction, or study was 45 minutes to an hour at a time.

Educational Services Desired. All respondents were asked to indicate interest in various educational services that could be provided by a comprehensive adult education program. The three most frequently mentioned services among the Central Los Angeles residents interviewed were courses, tests of strengths and weaknesses in various subjects or skills, and assessments of personal competencies. These also were the most popular among the statewide respondents to the Field Poll.

The service given highest priority by the ESL students was training in the basic skills--reading, writing and basic arithmetic. The Indian Center group also was interested in basic skills training, but was more interested in tests of strengths and weaknesses and in putting together and maintaining a record of all educational work.

The groups most interested in obtaining information about educational opportunities in the region were the Spanish and court reporting students. Such a service--information on where to find courses, how to use libraries or museums, where to take equivalency exams, and so forth--was more than twice as frequently mentioned among these groups as among the Field Poll sample.

Perceived Barriers to Further Education. For four of the Central Los Angeles groups--and particularly for the court reporting and Indian Center respondents--the most important barrier to further learning was cost (of fees, books, transportation, and so forth). This was the community spokesmen's perception of the largest barrier to further learning in the area.

For the fifth group, the senior citizens, the most frequently mentioned reason for not enrolling in some kind of study was "transportation problems." This was also considered an important barrier to other Central Los Angeles adults, with around one-fourth of the ESL and Indian Center groups and one-third of the court reporting class indicating that transportation problems prevent their pursuing further education. In contrast, only one in ten of the Field Poll respondents felt that transportation problems were an important barrier.

Area respondents reported that the city's bus service is abominable, particularly after rush hours. One Indian Center respondent whose transportation to the Center, fortunately, was provided by the Center shuttle bus,

indicated that if she had to take public transportation to the Center, she would have to be at the bus stop by 3 p.m. and wouldn't get back home until after midnight--all for a two-hour evening class. Yet, according to the 1970 census, relatively few people in Central Los Angeles have access to cars, compared to residents in other parts of the city; 26% of the area's employed people--three times the proportion found among the city-wide employed population--depended on buses to get to work.

Other barriers may be more prevalent in Central Los Angeles than in the state as a whole. "Job responsibilities" was among the second most frequently cited reasons by the Central Los Angeles groups (except the seniors), but was fourth in the statewide response.

"No college close by offering the courses I want" was one of the top five barriers selected by the four Los Angeles groups, but was considered ninth in importance by the Field Poll respondents. Publicly supported four-year colleges were not deemed conveniently located for some respondents. Some felt USC was the only choice they had for upper-division coursework. "There's nowhere else to go if I want to live at home," an area resident explained.

Conclusions and Recommendations

Widespread concerns among the Central Los Angeles respondents were the alleviation of the cost of postsecondary education and the acquisition of information to evaluate the variety of public and private postsecondary alternatives in the area.

Textbooks, reference books and class materials (such as slide rules or drafting utensils) required for a course may be prohibitively expensive even though the course is tuition-free. Postsecondary institutions could

consider renting or leasing textbooks and other class materials.

Transportation costs could be decreased in a number of ways. Learning centers might be set up within short walking distance of every home in the area. Courses could be offered near or on work locations before and after working hours, eliminating the necessity of a double commute. People with low incomes might receive discounts for gas or bus fares. The latter presently may cost a person \$16 and up for a one-semester course meeting twice a week.

Neighborhood information centers might furnish such information as different types of programs available to area residents; local job marketability of various programs; institutions offering courses on specific skills and subjects; their admission requirements, costs, and credit options; and acceptability of past educational work. There might also be a list of phone numbers of people who can advise the different ethnic groups, seniors, and so forth.

Locations for posting announcements of information centers might include grocery stores, laundromats, high schools, churches, and businesses. One local businessman was enthusiastic about getting up-to-date information to his employees about the breadth and scope of programs available in the area:

"I like the Clearinghouse idea. People need to be aware of what is available. If you could send to me something that I could put up on my bulletin board or hand out to my people--this is where you go to get basic English and then 5 or 6 different places... This is where you go to get basic math... or computer language FORTRAN... I think every organization, every business needs to have available some instant counselor."

Recent Immigrants and Seniors. Central Los Angeles is the home of significant numbers of recent immigrants and seniors. Approximately 30,000 of the 89,000 people in the area are foreign-born, another 18,000

have foreign-born parents, and 20,000 are 60 years of age or older. Members of both groups are likely to have financial problems in their educational pursuits. Recent immigrants and seniors also have special needs to which postsecondary institutions have not yet adequately responded.

Concerns of Recent Immigrants. Before immigrants can begin to look for jobs, or develop marketable skills, they have to learn English. Several of the Phase II spokesmen felt that "ESL is bound to be the number one need" in the area defined for study. The local adult schools and community college provide a number of English as a Second Language (ESL)--beginner's to advanced--courses at a variety of locations in the area. According to an adult school staff person, "ESL students flock in here. We don't even have to advertise." In fact, some classes have to be closed when the enrollment becomes too large.

In the view of the Phase II representatives of recent immigrants, the major inadequacy of the present ESL offerings is that ESL classes are not geared to particular ethnic groups and their native language and speech habits. For example, a Japanese man found it very difficult to learn from an ESL instructor who had immigrated from Mexico, still had a thick Spanish accent, and had no awareness of the language difficulties that would have to be overcome by the Japanese in order to speak English.

Some immigrants come to Los Angeles as experienced professionals who have been trained and certified in other countries to be nurses, physicians, engineers, accountants, teachers, and so forth. Apparently, there is no easy way for them to find out the courses and skills they will need to acquire or demonstrate before they can be certified to practice in California. A Phase II spokesman who has received many requests for information of this kind says he knows of no courses available that help immigrant professionals

prepare for the California licensing board exams, and that any counseling is conducted on an ad hoc basis by volunteer groups and individuals.

There are many immigrants who have had little formal education and who are unaware of the learning opportunities possible in this country and in Central Los Angeles. A Phase II participant observed that "getting a high school diploma is like getting a Ph.D. from Harvard" for some foreign-born people. Presently, there seems to be no concerted effort to reach the various kinds of immigrants, to make them aware of the variety of job training and other learning opportunities, to encourage them to learn English as a first step, and to make it easy for them to try out their learning interests.

There is a paucity of reference books, information pamphlets, academic counselors, and information clerks who are fluent in languages spoken in the area. Latins from Guatemala, Honduras, Nicaragua, and other Central and South American countries have no organized groups or spokesmen and, according to a Phase II person, are seldom represented by Mexican-American groups. These Spanish-speaking people (nearly 12,000 adults in the Central Los Angeles area are from Latin countries other than Mexico) generally are neglected in distributions of information about educational opportunities.

Immigrants with native languages other than Spanish (there are 20,000 in Central Los Angeles) are at a special disadvantage in finding sources of educational and occupational counseling. For example, a local librarian pointed out that while books and pamphlets printed in Spanish are scarce, books and materials printed in other foreign languages like Korean are non-existent.

Phase II respondents expressed the need for two specific kinds of courses: (1) an "American Culture" course by which immigrants could become

acquainted with such topics as American stereotypes and cultural biases-- how to recognize and cope with them; and (2) "practical economics," which would consider topics such as the American system of credit and the relationship between formal education and job marketability. Some Central Los Angeles immigrants felt that the standard American Citizenship training did not go far enough in helping to prepare them for daily living in the U.S. and in Los Angeles.

Concerns of Seniors. Steps toward providing a range of services to seniors are being taken by several groups in Central Los Angeles, such as Meals for the Elderly through the community adult school, activities at the senior centers operated by the community college and the city parks and recreation department, research at the Gerontology Center at USC, the Shut-In Service provided by the public libraries, door-to-door information campaigns about consumer protection by the police department community relations staffs, and activities of volunteer groups such as the local Retired Senior Volunteer Program.

But the need for more extensive, coordinated services to seniors in Central Los Angeles is obvious. A Phase II spokesman observed that "as soon as these senior centers go up, they're so well attended that they immediately become inadequate."

A Phase II spokesman suggested that educational activities for seniors be billed as good entertainment--a welcome change from watching TV or sitting at home alone--and comfortable to handle in terms of mental and physical efforts. There were three general topics brought up by the Phase II spokesmen and senior respondents that might translate into an introductory "lifelong learning" course or series of courses for seniors:

- (1) psychology for seniors, e.g., discussion of such topics as peace of mind, positive thinking, ways of improving memory and ability to communicate with others;
- (2) daily survival skills for seniors, e.g., discussion of such things as credit, consumer protection, vitamin supplements, ways to save money by growing and cooking one's own food, making house and appliance repairs, ways to earn extra dollars with crafts, or part-time employment, etc.;
- (3) social and political issues for seniors, e.g., discussion of worth of and intelligent use of one's vote, the political power of seniors in America.

The seniors contacted knew of no courses available in the area that covered such topics and that were directed specifically toward seniors.

Physical weaknesses interfere with or preclude many seniors' learning activities. Often poor eyesight is all that prevents some of them from enrolling in classes. There is a lack of large-print textbooks, reference books, and other class materials. These, along with cassettes for those who have good hearing, might enable seniors whose minds are keen but whose eyes or ears are weak to get involved in a wider variety of learning activities.

Lack of physical mobility poses logistics problems in getting to and from classes, learning centers, and libraries. Having to walk more than a block at either end of the trip, stand for long periods of time, climb stairs or maneuver the step into or out of buses turns some people with limited mobility into shut-ins. Many seniors also have the fear of going to a class or activity located away from home and not being able to remember how to get back. It was no wonder that the seniors interviewed preferred to learn at home.

Traveling instructors with textbooks and a core of reference materials might begin to make regular stops at several of the large retirement centers in the area. Some kind of car-pool or shuttle system, perhaps manned by

(younger) college students or volunteers, might enable some Central Los Angeles seniors to enroll in courses on campus or at neighborhood learning locations.

* * * * *

It is by no means clear what the responsibilities of the state may be in providing educational opportunities for these two groups of Californians--recent immigrants and elderly people--encountered in Central Los Angeles. As noted, while the adult school's ESL offerings are extensive, there are postsecondary (and elementary education) needs among non-English speaking immigrants in California that are not being met. Likewise, while the community colleges have been responsive to seniors, the educational needs of older people, chiefly because of their reduced mobility, are far from being met. This situation will become even worse as the "senior citizen" proportion of the state's population increases in the years ahead.

CENTRAL LOS ANGELES

(Data are percentages)

	FIELD CELL	CCPPU- LEA- CERS	TOTAL CUPPU- NITY	SPAN- ISH CLASS	COURT REP- ORT CLASS	INDIAN CENTER GROUP	SEN- IOR CITY- ZENS	ESL STU- DENTS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	4	105	21	22	11	9	42
NUMBER RESPONDING TO QUESTIONS 3-10	618	4	87	15	22	11	7	32

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	53	83	71	100	100	78	76
B. NO	41	48	7	19	0	0	11	5
C. NO ANSWER	0	0	10	10	0	0	11	19

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	10	7	7	5	9	14	4
B. BUSINESS/PUBLIC ADMINISTRATION	11	13	22	0	55	18	0	14
C. CONSUMERSHIP/MONEY MANAGEMENT	2	6	0	0	0	0	0	0
D. EDUCATION/TEACHING	3	9	1	0	0	9	0	0
E. HUMANITIES	13	2	14	60	5	0	14	0
F. NATURAL SCIENCE	5	2	2	0	5	0	0	3
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	3	2	0	5	0	0	3
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	7	7	0	0	9	71	0
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	5	5	7	5	9	0	0
J. VOCATIONAL SKILLS/TRADES	18	40	13	0	5	0	0	31
K. BASIC SKILLS	2	0	8	0	0	0	0	22
L. OTHER	3	0	2	7	0	9	0	0
M. NO ANSWER	4	0	17	20	5	36	0	19

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	16	64	60	68	73	71	59
B. TO WORK TOWARD A DEGREE	28	8	34	7	45	45	0	44
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	49	11	82	67	55	51	86	66
D. PERSONAL SATISFACTION, HAPPINESS	66	12	75	67	95	64	100	63
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	10	32	7	36	36	0	47
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	12	48	27	41	45	71	59
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	8	36	13	32	64	14	44
H. TO IMPROVE INCOME	44	52	57	33	51	55	0	59
I. TO PREPARE FOR A JOB	42	43	56	20	86	64	0	63
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	33	52	33	55	64	0	63
K. OTHER	1	11	11	7	14	9	43	6
L. NO ANSWER	0	0	5	0	0	0	0	3

	FIELD POLL	CCPMU- NITY LEA- CERS	TOTAL CONMU- NITY	SPAN- ISH CLASS	COURT REP- ORT CLASS	INDIAN CENTER GROUP	SEN- IOR CITI- ZENS	ESL STU- DENTS
NUMBER RESPONDING TO QUESTIONS 1-2, 11-14	1048	6	105	21	22	11	9	42
NUMBER RESPONDING TO QUESTIONS 3-10	618	6	87	15	22	11	7	32

QUESTION 5: DAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	38	29	7	82	27	0	9
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	13	17	0	41	9	0	16
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	33	33	20	73	27	0	22
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	12	18	7	14	27	14	25
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	21	60	73	77	36	0	63
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	29	15	7	18	18	14	16
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	33	61	40	51	36	0	53
H. SESSIONS HELD ON WEEKENDS	16	10	18	20	18	27	0	19
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	15	38	33	82	18	0	25
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	12	29	13	45	36	43	19
K. CORRESPONDENCE STUDY AT HOME	13	7	21	20	32	9	29	16
L. PRIVATE LESSONS	15	4	20	20	50	9	14	3
M. OTHER	2	0	3	0	0	18	14	0
N. NO ANSWER	1	0	0	7	0	0	0	6

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	4	6	0	5	0	29	3
B. AT PLACE OF WORK	8	13	5	0	18	0	0	0
C. WITH PRIVATE TUTOR	3	2	2	0	5	0	0	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	6	7	0	5	18	0	9
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	1	3	7	5	0	0	0
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	28	28	47	9	27	14	34
G. A HIGH SCHOOL	2	10	3	7	0	0	0	6
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	4	6	0	0	27	0	6
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	10	8	6	13	5	9	0	3
J. A PRIVATE COLLEGE OR UNIVERSITY	4	3	0	0	0	0	0	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	5	9	7	5	9	0	16
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	3	2	0	5	0	0	3
M. OTHER	1	4	2	0	0	0	29	0
N. NO ANSWER	3	2	21	20	27	9	29	19

	FIELD CELL	COMMU- NITY LEA- CERS	TOTAL COMPU- NITY	SPAN- ISH CLASS	COURT REP- ORT CLASS	INDIAN CENTER GROUP	SEN- TOR CITI- ZENS	ESL STU- DENTS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	6	105	21	22	11	9	42
NUMBER RESPONDING TO QUESTIONS 3-10	418	6	87	15	22	11	7	32

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	14	20	47	5	9	37	13
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	22	18	20	27	36	0	9
C. A PUBLIC SCHOOL CREDENTIAL	5	10	7	0	5	18	0	9
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	21	10	0	14	0	0	14
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	11	5	7	5	0	0	3
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	9	13	0	14	18	0	19
G. MA, MASTERS DEGREE	9	4	7	7	5	9	0	9
H. GRADUATE OR PROFESSIONAL DEGREE	7	3	3	0	5	0	0	6
I. OTHER DEGREE OR CERTIFICATE	1	7	6	0	5	9	0	6
J. NO ANSWER	3	1	11	20	5	0	43	9

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	42	26	13	27	45	43	22
B. \$30	34	28	44	53	34	27	14	54
C. \$60	15	12	10	0	27	18	14	0
D. \$90	10	8	0	0	0	0	0	0
E. \$120	1	3	5	0	5	9	14	3
F. \$150	3	2	2	0	0	0	0	4
G. \$180 OR MORE	8	2	3	7	0	0	0	4
H. NO ANSWER	1	0	9	27	5	0	14	6

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	35	17	20	5	9	43	19
B. 5-9 HOURS	26	27	34	47	34	27	14	34
C. 10-19 HOURS	27	16	28	20	50	9	0	28
D. 20-29 HOURS	14	9	9	13	5	18	0	9
E. 30-39 HOURS	4	8	3	0	0	18	0	3
F. 40 HOURS OR MORE	8	4	3	0	0	9	0	4
G. NO ANSWER	0	0	5	0	0	9	43	0

NUMBER RESPONDING TO QUESTIONS 1, 2, 11-18
NUMBER RESPONDING TO QUESTIONS 3-10

FIELD CELL	COMMU- NITY LEA- DERS	TOTAL COMMU- NITY	SPAN- ISH CLASS	COURT REP- ORT CLASS	INDIAN CFNTER GROUP	SEN- IOR CITI- ZENS	ESL STU- DENTS
1048	6	105	21	22	11	9	42
618	6	87	15	22	11	7	32

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	37	47	67	64	45	33	31
B. RECEIVE TRAINING IN BASIC SKILLS	9	38	20	5	14	27	0	33
C. USE LOCATION AS A PLACE TO STUDY	10	11	16	19	5	36	0	19
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	20	17	5	50	27	0	7
E. PERSONAL COUNSELING	13	13	14	14	36	27	0	2
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	15	24	38	41	18	0	14
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	13	13	5	32	27	0	7
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	9	21	10	55	9	0	17
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	8	31	14	77	55	0	17
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	6	30	29	55	27	0	24
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	11	18	14	36	45	0	7
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	12	3	5	6	0	0	5
M. NO ANSWER	1	0	14	5	6	9	67	17

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	34	37	38	55	64	0	29
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	19	15	14	36	0	11	10
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	22	9	19	14	0	0	5
D. COURSES AVAILABLE NOT INTERESTING	8	22	7	19	5	0	0	2
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	20	15	25	16	36	0	5
F. HOME RESPONSIBILITIES	27	32	18	10	32	27	0	17
G. JOB RESPONSIBILITIES	21	29	29	29	45	36	0	24
H. TRANSPORTATION PROBLEMS	10	26	24	10	32	27	33	24
I. CHILD CARE PROBLEMS	13	24	5	0	5	18	0	5
J. DON'T KNOW HOW TO GET ENROLLED	2	20	8	0	5	9	0	14
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	15	3	0	5	9	0	2
L. NO REASON FOR MORE EDUCATION	8	16	0	0	6	0	0	0
M. NOT ENOUGH ENERGY OR STAMINA	11	14	4	10	5	0	11	0
N. PROBABLY COULDN'T DO THE WORK	4	19	1	0	6	0	0	2
O. TOO OLD TO GO BACK TO SCHOOL	15	14	8	10	5	0	11	10
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	15	3	10	6	0	0	2
Q. OTHER REASON	7	3	2	0	6	9	0	2
R. NO ANSWER	1	0	23	19	5	9	56	29

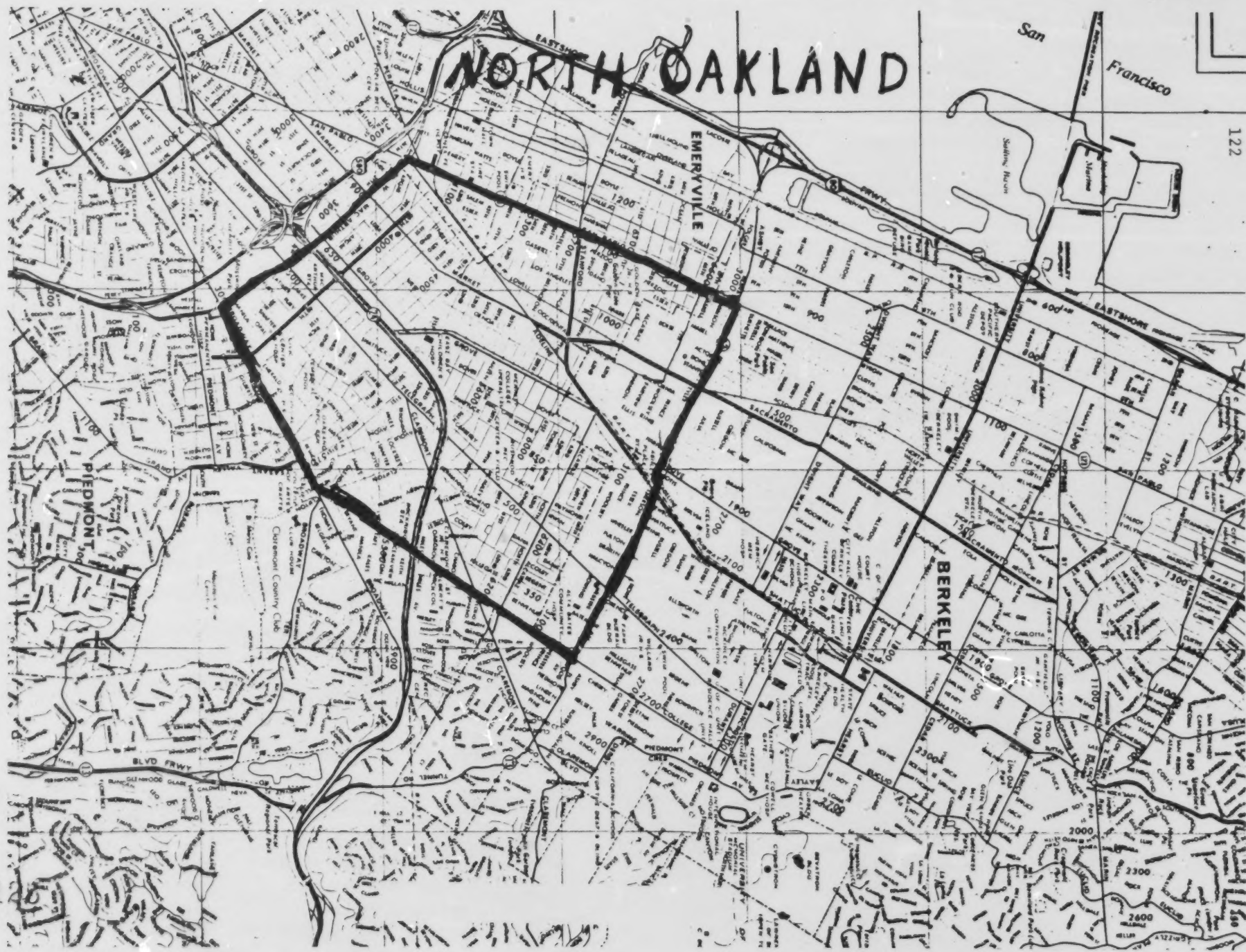
NORTH OAKLAND

Helga Grabske

The Community

Sandwiched between the Oakland hills and the industrial tract bordering the San Francisco Bay lies North Oakland, an old community within the vast metropolitan sprawl of the East Bay. For the purpose of this study, North Oakland has been defined as the area bounded by College Avenue, Broadway, MacArthur Boulevard, San Pablo Avenue and Ashby Avenue.

Freeways surround and bisect this community, producing noise, and a hectic tempo. The trains of the Bay Area Rapid Transit System run above ground in North Oakland, and add their share to the general hurry and unrest of the urban life. Major streets are crowded with cars and lined with businesses, some large, but most small. Some of the establishments are run down, and some have been closed and boarded up. Local eateries specialize in soul food. Bars with their neon lights seem to be everywhere; massage parlors beckon; pool halls and liquor stores intermingle with used car lots. College Avenue, a border street leading into Berkeley and the University of California, is no less noisy with the bustle of cars, but offers different temptations to the passerby. It is a throw-back to the days of the icecream parlor, the specialty shop with one-of-a-kind dresses, the neighborhood delicatessen, intriguing book stores, antique shops and plant peddlers. Many of the shops appear new; and attractive little cafes and restaurants have an air of sophistication, as does the Berkeley Repertory Theatre with its offerings from Shakespeare to Noel Coward.



NORTH OAKLAND

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Between these commercial streets lie residential neighborhoods, which change considerably in character as one progresses west from College Avenue toward San Pablo. Close to College Avenue are sound, gracious dwellings, surrounded by well manicured lawns and impressive trees. Not all these houses are single family homes; some have been subdivided into apartments and are now inhabited mostly by university students. Toward San Pablo Avenue, the houses are smaller and less well-kept, with tiny front lawns and few trees.

North Oakland, as we have defined it, has some 34,000 residents (1970 Census), most of them working class people, some of them students. The transient rate is reported to be quite high. Originally this area was heavily Italian, but now, while there is still ethnic variety, Blacks predominate.

Within the community, three recreational centers offer indoor and outdoor recreation to residents. In addition to eight public schools, three parochial schools exist as an alternative to public education. Two famous hospital complexes--Alta Bates and the Oakland Children's Hospital--create their own special enclave within the community. Four local branches of the Oakland library system offer their well-stocked collections in attractive, comfortable settings, but they seem to be little used, an impression confirmed by their librarians. But most noticeably, a multitude of churches is visible all through the community, ranging from small and unassuming storefronts with only a sign to indicate their purpose as a house of God, to large and imposing edifices with steeples reaching high. This number of churches lends an air of stability, tradition, tranquility and even beauty to an area which otherwise seems very much in flux--transitory, restless and of uncertain grace.

Opportunities for Postsecondary Education

The opportunities for postsecondary education existing within and around the North Oakland community are extraordinary in their number and diversity. The range extends from the world famous and traditional University of California at Berkeley to such innovative approaches to education as the Open Education Exchange and the newly beginning Peralta College for Non-Traditional Study. Community colleges, private colleges and a public high school adult program also serve the area.

The University of California at Berkeley. Nestling at the foot of the Berkeley hills, UC Berkeley lies a mile north of the target community. Of a total enrollment of 27,500 students, about 500 have North Oakland as their home address. The Berkeley campus is comprised of more than 80 academic departments, most of them offering instruction at the graduate as well as undergraduate level. Its reputation attracts students from all over the world. In addition to its academic offerings, the University provides the surrounding community with a host of other features, such as dramatic presentations, public lectures and concerts, film series and exhibits.

The UC Berkeley Extension Division makes available an impressive range of educational programs chiefly at its San Francisco Center and on the Berkeley campus. Fees average \$60 per course. In the fall of 1974, UC Extension offered no courses in the North Oakland Area.

The California State University at Hayward. CSU, Hayward is located in foothills overlooking San Francisco Bay, 20 miles to the south of North Oakland. This State University is a multi-purpose institution and offers undergraduate and graduate instruction in professional and occupational fields as well as a broad liberal education. There are 11,700 students regularly enrolled at Hayward, of which approximately 600 reside in North Oakland.

The Continuing Education Services of CSU, Hayward provide courses for non-matriculated students at various off-campus locations throughout Alameda and Contra Costa counties, including a center in downtown Oakland. A large number of these extension courses are designed for upper division students who wish to complete baccalaureate degree requirements and for professionals who wish to sharpen their professional skills. The cost per unit for these courses is \$35. Of roughly 2,500 students availing themselves of the Continuing Education Services, about 30 live in North Oakland. During the Winter Quarter of 1975 this program offered about 50 different courses of which seven were taught in Oakland. Especially noteworthy of the Oakland offerings are programs in Professional Public Administration and Housing and Community Development, both of which carry college credit which may be applied toward a baccalaureate degree if the student were to enter Cal State, Hayward. Continuing Education also makes available to the non-matriculated student the opportunity of concurrent enrollment in on-campus classes provided the student has the necessary prerequisites.

Private Colleges. Two private liberal arts colleges within commuting distance from North Oakland are Mills College and the College of the Holy Names. Both colleges offer undergraduate and graduate studies. Mills College is a predominantly residential college for women, with a yearly tuition of \$2,400. About 10 of the 850 Mills students are from North Oakland. College of the Holy Names is coeducational, with a tuition of \$1,700. As a Catholic college it emphasizes the values and beliefs of the Judaeo-Christian heritage. The total enrollment in the fall of 1974 was 735 students, of whom an estimated 54 had their home addresses in North Oakland.

California College of Arts and Crafts is a well known private arts college. CCAC is located at the intersection of College and Broadway, right on the border of the North Oakland area as we have defined it for our study. It offers undergraduate and graduate studies for art students and charges a tuition fee of \$2,080 per academic year. The total enrollment in the fall of 1974 was 1,195. The registrar was unable to provide the number of those students with a home address in North Oakland.

Armstrong College, specializing in business and law, is located in Berkeley about a mile outside the North Oakland area. It offers professional and semiprofessional programs towards degrees at the graduate and undergraduate levels in business education and selected liberal arts areas. The yearly tuition amounts to \$1,350. Of the 477 students enrolled at Armstrong College, some 10 reside in North Oakland.

Community Colleges. All the educational institutions and programs discussed thus far are available only at a considerable cost to the student. In the case of private colleges, the cost is such that an education at these institutions is out of reach of most people living in North Oakland. In contrast, an education at one of the two-year Peralta Community Colleges is accessible to most everyone; classes are free of charge. Here only considerations of available time, energy and aspirations on the part of students are factors in the decision to pursue education. The Peralta Community College District is comprised of Laney, Merritt, Alameda and North Peralta Colleges, as well as the East Bay Skills Center. Peralta College for Non-Traditional studies, still in the planning stages, is also a part of this system. The combined

enrollment of all of the colleges, for both day and evening students, exceeds 30,000. All Peralta colleges offer comprehensive liberal arts programs, as well as a variety of occupational and vocational classes. Their community service programs offer films, lectures, workshops, forums and action programs, all free of charge.

The North Peralta Community College is located on Grove Street right in the heart of the North Oakland district. By virtue of its location, it has long been the most important higher education institution for the people of North Oakland. However, this college is to be phased out by June 1975. Its present enrollment is 400 students, and the present selection of liberal arts and vocational courses offered by North Peralta is relatively limited. As of the writing of this report, a lawsuit is pending aimed at preventing the closing of the "Grove Street Campus."

Merritt College was opened in 1971 on a 125 acre site in the East Oakland Hills to take the place of the North Peralta Community College. In the spring of 1974 its enrollment had climbed to 6,800 day students and 2,700 students in the part-time evening program. Of these students, 625 reside in North Oakland. Merritt also administers the East Oakland Development Center, a community-based outreach program providing educational alternatives to members of that community.

Laney College, adjacent to the Oakland museum and a major BART terminal, is the largest of the Peralta colleges. It has a total enrollment of 12,000 day and evening students, of which 1,300 live in North Oakland. Its offerings include a great variety of liberal arts courses, an impressive range of class work in more than 30 vocational areas, special programs geared for women reentering the academic world, and

ethnic study courses. Laney also administers an Experimental College, which is described as a "flexible student-directed program designed to meet the immediate needs of people who could not ordinarily attend college...the curriculum is constructed by faculty and students together and may unite both conventional and non-conventional classes as well as multiple level classes."

The College of Alameda is located on 62 acres in the city of Alameda and is readily accessible from Oakland. Over 460 North Oakland residents attend, of a total enrollment of about 7,000. The College of Alameda distinguishes itself from the other Peralta colleges by offering aviation programs, which are housed on 2.5 acres at the Oakland airport.

The final form for the Peralta College for Non-traditional Study is still in the developmental stages. As of last fall, it has been offering classes requested by the Downtown Oakland Business Education Consortium for the employees of member firms. These courses are open to the public and are offered at various downtown locations. The Peralta College for Non-traditional Study has an enrollment of about 700 students and operates with a staff of three. It has no permanent faculty; teachers are hired on an ad hoc basis.

The East Bay Skills Center, also administered by the Peralta District, is a federally funded training institution for the unemployed and the underemployed. It accepts students referred by the state Employment Development Department and has an enrollment of about 600 students, of which an estimated 300 live in North Oakland.

Considering the multitude of offerings in the liberal arts, and in occupational and vocational areas, the variety of community services offering cultural events, and the fact that the programs are all free of

charge, this comprehensive community college system fulfills many needs of North Oakland residents, particularly for lower division work.

Adult School. For community members who want to pursue basic skills, industrial or business education, or possibly special skills in home-making and family living, The Oakland Adult Evening Schools offer classes in 23 different locations throughout Oakland. Three of the locations are in North Oakland. The 1974-75 schedule of classes listed 25 different courses to be offered at the North Oakland locations. These courses ranged from a study of the American government to home gardening. The tuition is \$3 for one or more classes. In the fall of 1974, 375 residents of North Oakland were enrolled in the Adult Evening School.

Other Community Educational Resources. North Oakland residents interested in arts and crafts are able to pursue these interests at Studio One, operated by the Office of Parks and Recreation and located in the North Oakland Cultural Arts Center. Classes are offered during the day and evening for a fee that ranges from \$2 to \$21 depending on the subject matter. The fee is higher for those who are not residents of North Oakland. The facilities available at this center are impressive, and the quality of the offerings is such that Studio One attracts people from as far away as San Leandro. Classes range from calligraphy to wine making, with the courses in pottery being most heavily in demand. Current enrollment at Studio One is 688, of which 91 are residents of North Oakland.

The Active World Languages Institute, located on Telegraph Avenue in North Oakland, serves persons interested in studying foreign languages. Cassette instruction in over 50 languages is available at a cost of \$17

for 16 lessons. Private tutoring by native speakers is also offered for a cost of \$8.50 for 60 minutes of instruction. The Institute is planning to award certificates in the near future.

Different from all the educational opportunities thus far described are the experiences made available by the Open Education Exchange and by Heliotrope. Heliotrope offers most of its classes in San Francisco, but does have 21 offerings in the East Bay. The Open Education Exchange is set up to serve the East Bay, and of its approximately 70 different classes, several take place in the North Oakland area. The stated goal of the Open Education Exchange is "to provide a focal point for experimentation with new ideas and patterns of institutional organization in the East Bay." Anyone who has knowledge or expertise in a subject area, or who has mastered a particular skill can become a teacher at Heliotrope or Open Exchange. There are no restrictions on the kind of learning experiences an instructor may offer. Academic subjects as well as courses in the arts and crafts are available, but the majority of classes deal with the problems of life and being human. "In Search of Human Communication" or "Taking Care of Love" are examples. The classes usually last for six weeks, cost an average of \$20, and are offered in the homes of the teachers.

To complete the inventory of educational opportunities available to the people of North Oakland, programs sponsored or developed by the local libraries must be mentioned. For instance, one of the North Oakland local libraries has organized an outreach program aimed at senior citizens. Once every six to eight weeks a librarian takes an assortment of books to rest homes and private homes of older people and stays to talk and discuss. The libraries also present film and lecture series to the community, (i.e., travelogues, lecture series on money management and family finance). All library sponsored events are available free of charge.

Educational Interests

Information on the educational needs and interests of North Oakland residents was gathered from discussions with community leaders and with people living in the area, and from questionnaires. The Adult Educational Interests Questionnaire (AEIQ) developed for this study was completed by eleven community leaders, who estimated the educational needs of the community as a whole, and by 128 residents of the community, who expressed their own needs and interests. Several groups made up the total sample of the 128 respondents. These were students of the North Oakland Cultural Arts Center, users of local libraries, a churchgroup, a community cross-section unaffiliated with any particular group, and a group of parents of elementary school children.

Roughly two thirds of all respondents were between 21 to 39 years old. Senior citizens made up about 5% of the total sample. Women (67% in the sample) were overrepresented, as compared to the total North Oakland population. The ethnic composition of the study sample was 56% Black, 33% white, 4% Mexican-American, and 1% Oriental. Respondents who had completed high school constituted 26% of the total sample; 30% had one to two years of education at a college, business or technical school; 16% had completed their college degree, and 6% had advanced degrees. About one fourth of all the Phase III participants indicated that they perform technical or professional tasks, and one fourth indicated that they work in clerical jobs. The income of approximately 10% of the total sample fell under \$3,000. About one fourth of the sample had an income between \$10,000 and \$15,000 and 5% earned \$20,000 or more. These descriptive background data should be kept in mind when analyzing and evaluating the AEIQ responses presented in the table at the end of this section.

Interest in Further Learning. To obtain information on educational needs and interests, the participants in the survey (all volunteers) were asked if they had any desire for learning beyond high school in the next two years. Of the total group of Phase III participants, 81% expressed an interest in continuing their education. It is noteworthy that the perception of the community leaders is quite different. They estimated that 48% of the North Oakland community would be interested in the pursuit of further postsecondary education.

Area of Interest. The 104 community residents who indicated an interest in pursuing further education were then asked about the one subject, topic or skill they preferred to study. The subject most consistently and most frequently expressed among all groups was business and public administration. The range was between 10% of the library users and 33% of the church group, with 21% of the total group choosing this area. The area of arts and crafts was the second most frequently chosen option across the participating groups. The pursuit of a career in education and teaching was the most preferred option of the community cross-section, with 36% of these respondents opting for such career. "Social sciences and community problems" was the option of greatest interest to the library users. It is noteworthy that no Phase III participants professed an interest in consumership and money management, though the community leaders had estimated that 14% would be so inclined. Also of interest is the area of vocational skills and trades; only two groups showed any interest in this field--the library users and the parents group--whereas the community leaders assumed that 28% of the community would be interested.

An older respondent enlarged on the question of educational interests by commenting:

Any courses to enrich retirement. Also interested in ways to better life for the aged in our area.

It may be mentioned here that encounters with individual senior citizens left the impression that these people were caught up in a feeling of estrangement, of no longer belonging. Some were unwilling to complete the questionnaire, expressing the feeling that it would not make any difference anyway, that they were no longer interested "in this sort of thing".

Reasons for Further Learning. An overwhelming 73% of all respondents checked the option "to be better informed, to gain new knowledge", as the reason for their interest in further learning. The desire for "personal satisfaction, happiness" also attracted an impressive 70%. Here the estimates of the community leaders were strikingly different. They saw only 22% and 26% respectively experiencing these needs in their community. The greatest need of the community cross section was "to work toward a degree", with 91% of the group choosing this option. As could be expected, only 29% of the art students experienced such a desire, since more than half of these participants already had a degree. All groups considered, more than half of the respondents wanted to work toward a degree. This can be contrasted with the results of the statewide Field Poll, where only 28% of the respondents chose that option. The need to learn in order "to improve income", "to prepare for a job" and "to perform a job better" were consistently felt by roughly one-third to one-half of all respondents across groups.

A comment made by one of the respondents goes beyond personal reasons for pursuing education in pointing out the economic dilemma of the area:

I am interested in acquiring some occupational skills that would be immediately useful for employment in the Bay Area which is flooded with individuals with B.A.'s in liberal arts and no jobs beyond the rudimentary level...available.

Preferred Ways of Learning. When asked about personally appropriate ways of learning, the pattern of responses was quite similar among the different groups in the sample. Roughly half of all respondents indicated that each of the following could be appropriate for them: "on-the-job training, employer sponsored," "learning that combines work experience with meeting with instructor," and "conventional classes at a location within five miles from home." Comments which emphasize the need and desire for a work-study learning combination were made by several participants in the study.

Credit should be given or more consideration should be given to work-study programs. Book theory and theory applied are always different.

An on-the-job program designed to capitalize on outdated, rusty skills. A modernization of the potential present in many women with past business experience...

It should be emphasized here that the community sample chose the options "on-the-job training" and "learning that combines work experience, meeting with the instructor" with noticeably higher frequency than the Field Poll sample (55% and 50% respectively compared to 38% and 29% in the statewide poll).

Preferred Place of Learning. No single preferred place for learning emerged from the answers to this particular question. "An adult learning center within five miles of home" and "a community college or junior college campus" were the options most frequently chosen by the community respondents (each at 16%). Also chosen often (13%) was the option "at an 'open college' or 'free university'." The most often desired place

of learning within a given group was "an adult learning center within five miles from home." The library users were the only subgroup whose preferred place of learning was not one of the three top choices of the total sample; they were most interested in learning at their "place of work."

It must be added here that the most needed and apparently not always available place of learning is a location where people can go at night without being afraid. It became apparent in talks with people involved in university extension classes and other evening programs that the fear of going out at night to a place which is not considered safe to get to is a powerful deterrent to attending classes.

Interest in Credit for Learning. Interest in a four-year college degree was professed by 22% of all respondents, with the community cross-section group expressing the highest interest (45%), and the group of parents the next highest (25%). This differs markedly from the results of the Field Poll, where only 14% of the respondents showed interest in a college degree, and also from the perceptions of the community leaders, who estimated that only 9% of the North Oakland community residents would have such interest. There was considerable difference across the North Oakland subgroups. In contrast to the two groups mentioned above, whose preferred choice was a bachelor's degree, two of the subgroups chose "not interested in any form of academic credit" most frequently. These were the students in the art class and the library users.

Cost Considerations. When it came to cost considerations for a three-hour-per-week course, the parent group had the highest percentage who declared that they couldn't afford to pay anything (43%). A \$30 course fee seemed reasonable to 45% of the community cross-section, 56%

of the church group, 50% of the art students, 25% of the library users and 20% of the parent group. Even \$60 was still affordable to 22% of the church group and 23% of the parent group. It must be kept in mind here that the income spread among the respondents was quite considerable.

Educational Services Desired. "Take a course..." was the most frequently sought service for the total group surveyed, although interest ranged from over 60% for both the church group and the art class down to 8% for the community cross-section. Approximately one-fourth of all respondents expressed the desire for information services, career counseling, and testing and assessment services. The service that was least desired, uniformly, was personal counseling. Seventeen percent of all respondents indicated that they would not be interested in using any of the services listed.

One of the respondents commented on the needs for information and counseling as follows:

...institutions should have, at least, a liaison person working on the premises of the institutions who will serve the purpose of a resource person and a counselor for the particular area.

Perceived Barriers to Further Education. Barriers to further education were perceived mostly in terms of cost, home responsibilities and job responsibilities. Cost was consistently seen as an obstacle by all groups; it was cited by 43% of all respondents. Home responsibilities were a deterrent to 58% of the parents, 62% of the community cross-section and 36% of the church group. Job responsibilities reportedly would prevent 47% of the parents group, 36% of the church group and 33% of the art students from enrolling in some kind of study. The fact that courses are not scheduled conveniently was also an important obstacle, particularly for the church group and the art class. Child care problems loomed largest with the parents group and the group of art students, with 28% and 27% respectively considering this a barrier to formal learning.

Conclusions and Recommendations

When the needs and interests of North Oakland residents, as expressed by the community sample responding to questionnaires, are seen in the light of existing educational opportunities, it becomes evident that as far as the subject areas of interest are concerned, the needs are probably well met. Programs and courses are available. The high interest which was professed in business and public administration is being met by classes offered through Cal State at Hayward, UC Berkeley, and the private institutions. The need for personal development, studies in psychology and family living finds many options through Open Education Exchange, Heliotrope and the more traditional channels of the Community College. The high need for vocational and occupational training which the community leaders perceived is provided for by programs at the community colleges. Heliotrope and Open Education Exchange, since so many of their offerings are unconventional and aimed at the exploration of self, are relevant to the motivations of many of the respondents--for personal satisfaction and happiness, and to gain new knowledge. Studies in arts and crafts are available in great variety at the North Oakland Cultural Arts center, California College of Arts and Crafts, as well as the Community Colleges. As one community leader stated during the Phase II discussion:

Lots of things are happening in this area that maybe we are presuming are not happening. Maybe the needs are being met.

The expressed needs and interests are less well met, however, when the question of degrees and other forms of certification is considered. A considerable number of the respondents expressed interest in a public

school credential and in a baccalaureate degree. This means either travel to Hayward, confronting high admission requirements at UC Berkeley, or finding tuition money for one of the private colleges. The absence of a four-year institution, or a satellite campus, within the community was seen by the community leaders as one of the major problems in the pursuit of postsecondary education. As one of the leaders expressed it:

We need a building in Oakland to run resident-credit classes right now..... People want something that's first class, but they don't want to travel to get it... The institutions should move into the community.

The concept of moving the postsecondary educational institutions into the heart of the community was seen by the Phase II leaders as a way to raise the whole cultural climate of the community as well as the aspirations of its people.

There are people who never had a college education in their life plan ... the presence of an institution would change their aspirations.

Yet even if an institution of higher learning were within walking distance of the people it still would be a question of dollars and cents. And that brings up the next area of concern where the needs and interests of the community and the availability of resources do not coincide. Only the Community Colleges and the high school adult program are essentially free of charge. Any education which costs more than \$30 for a three-hour-per-week course is out of reach for 62% of our North Oakland respondents, and for 84% of the total community according to the estimates of the community leaders. In the judgment of these leaders, 50% of the community cannot afford any money at all for education.

In this connection, the factor of available time for further education has to be considered as well. Lack of time was seen by community leaders as a barrier to postsecondary education equal to the lack of

money. This assessment is corroborated by the community respondents, who also listed home and job responsibilities and scheduling of classes as important barriers to further education.

The area where community needs are least well met is the area of information dissemination, and also, to some considerable extent, the area of counseling and assessment. The lack of a central "focal point of articulation," an agency which could funnel information "both ways" was recognized by community leaders as a severe handicap. The fact that the different educational institutions do not coordinate their services, the fact that they do not know "what each other is doing" was lamented. These comments from Phase II participants, considered in the light of the questionnaire responses which expressed the need for information about available opportunities and the need for counseling and assessment, point to a serious and unfulfilled need in the community. Recommendations for the creation of a central agency to coordinate traditional as well as innovative programs, to disseminate information on all educational opportunities available, and to counsel and direct the prospective student were voiced emphatically during the Phase II sessions. The question was raised whether this agency should be the responsibility of the state, or if it should be jointly operated by all the educational institutions. Should it maybe grow out of the community itself? How to implement is debatable, but the real need is not.

In thinking about how to fill other gaps between needs and opportunities, so much is simply a question of financing. If all education were free, there would obviously be no gap between needs and opportunities caused by lack of money. If a student were paid for going to school,

there would be no gap between needs and opportunities caused by lack of time. As to the gap between need and opportunity caused by the absence of a four-year institution within the community, this could be the most readily filled gap. There is no real necessity for clinging to the old-fashioned concept of a campus. As one of the leaders in the discussions said:

There are plenty of places around to have meetings, and people are perfectly willing to go to these places.

Thus there could well be a college without a campus all throughout North Oakland, administered by one of the already existing four-year institutions. The facilities of the North Peralta College, now being phased out, could conceivably be put to use in such a framework.

However, before trying to find solutions to fill the gaps which have become apparent between needs and opportunities, the comment of one of the questionnaire respondents is worth pondering:

If you're going to try to do anything new do not put it in the hands of the people that already have control of the educational system... (they) do not want anything that is different.

NORTH OAKLAND

(Data are percentages)

	FIFE PCLL	COMMU- NITY LEA- CERS	TOTAL CLMU- NITY	COMM- UNITY CPUSS SECT	CHL- RCH GROUP	ART CLASS	LIB- RARY USERS	ELEM KIDS PAR- ENTS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	11	128	13	11	15	26	53
NUMBER RESPONDING TO QUESTIONS 3-10	618	11	104	11	9	14	20	40

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	48	81	85	82	93	77	75
B. NO	41	52	15	8	18	7	19	19
C. NO ANSWER	0	1	4	8	0	0	4	6

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	11	13	9	33	29	5	5
B. BUSINESS/PUBLIC ADMINISTRATION	11	10	21	18	33	21	10	28
C. CONSUMERSHIP/MONEY MANAGEMENT	2	14	0	0	0	0	0	0
D. EDUCATION/TEACHING	3	6	10	36	0	0	0	10
E. HUMANITIES	13	3	7	0	0	14	10	8
F. NATURAL SCIENCE	5	3	4	0	0	7	15	0
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	5	6	18	0	0	5	8
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	9	11	0	0	7	10	15
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	9	7	0	0	0	30	3
J. VOCATIONAL SKILLS/TRADES	18	28	7	0	0	0	10	10
K. BASIC SKILLS	2	0	1	0	0	0	0	3
L. OTHER	3	0	2	0	0	7	0	0
M. NO ANSWER	4	2	13	18	33	14	5	15

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	25	36	36	22	43	25	40
B. TO WORK TOWARD A DEGREE	28	18	54	51	44	29	45	60
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	22	73	64	85	75	70	75
D. PERSONAL SATISFACTION, HAPPINESS	66	26	70	64	56	93	80	65
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	19	32	27	33	43	30	33
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	18	36	9	33	57	40	35
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	17	38	45	22	43	45	28
H. TO IMPROVE INCOME	44	15	58	73	56	50	55	63
I. TO PREPARE FOR A JOB	42	33	45	18	56	36	45	53
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	27	41	36	44	36	40	48
K. OTHER	1	2	7	0	0	7	10	5
L. NO ANSWER	0	0	1	0	0	0	0	0

	FIELD POLL	COMMU- NITY LEA- DERS	TOTAL CCMPL- NITY	COMM- UNITY CROSS SECT	CPL- RCH GROUP	ART CLASS	LIT- RANKY USFRS	ELEM KIOS PAM- ENTS
NUMBER RESPONDING TO QUESTIONS 1-2, 11-13	1048	11	128	13	11	15	26	53
NUMBER RESPONDING TO QUESTIONS 3-10	614	11	104	11	9	14	20	40

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	49	55	36	44	43	70	53
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	37	22	9	33	14	25	28
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	28	50	36	56	64	40	50
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	14	35	18	44	57	50	25
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	30	43	36	44	36	35	48
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	15	25	9	22	43	45	15
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	27	48	45	44	50	35	50
H. SESSIONS HELD ON WEEKENDS	16	9	33	27	0	36	40	33
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	16	23	0	32	14	15	28
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	16	37	0	0	36	55	35
K. CORRESPONDENCE STUDY AT HOME	13	8	9	0	11	7	10	8
L. PRIVATE LESSONS	15	5	15	0	0	14	30	13
M. OTHER	2	0	7	0	11	7	15	0
N. NO ANSWER	1	0	0	0	0	0	0	0

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	6	3	0	11	0	5	3
B. AT PLACE OF WORK	8	15	10	18	0	0	15	8
C. WITH PRIVATE TUTOR	3	2	5	0	0	0	5	10
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	9	13	18	11	14	10	10
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	11	5	0	0	14	5	5
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	8	16	0	33	50	10	10
G. A HIGH SCHOOL	2	11	1	0	11	0	0	0
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	5	1	0	0	0	0	3
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	15	16	18	11	14	10	25
J. A PRIVATE COLLEGE OR UNIVERSITY	4	3	1	0	11	0	0	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	10	8	18	0	0	5	10
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	7	6	18	0	0	10	5
M. OTHER	1	0	4	0	0	0	10	3
N. NO ANSWER	3	5	12	9	11	7	15	10

	FIELD POLL	CCPPU- NITY LEA- CERS	TOTAL CCMMU- NITY	CCMM- UNITY CROSS SECT	CHU- RCH GROUP	ART CLASS	LIT- RARY USERS	ELEM KIOS PAR- ENTS
NUMBER RESPONDING TO QUESTIONS 1, 2, 11-18	1048	11	128	13	11	15	26	53
NUMBER RESPONDING TO QUESTIONS 3-10	618	11	104	11	9	14	20	40

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	21	16	0	0	50	30	5
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	19	13	0	44	7	10	13
C. A PUBLIC SCHOOL CREDENTIAL	5	7	13	27	11	7	10	15
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	20	3	0	0	0	10	3
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	13	8	9	0	0	10	13
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	9	22	45	11	7	15	25
G. MA, MASTERS DEGREE	9	4	13	5	11	21	10	10
H. GRADUATE OR PROFESSIONAL DEGREE	7	4	8	9	11	7	0	10
I. OTHER DEGREE OR CERTIFICATE	1	0	3	0	0	0	5	5
J. NO ANSWER	3	3	3	0	11	0	0	3

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	50	32	36	22	0	40	43
B. \$30	36	34	30	45	54	50	25	20
C. \$60	15	10	19	9	22	14	10	23
D. \$90	10	3	8	0	0	14	10	3
E. \$120	1	2	3	0	0	7	5	3
F. \$150	3	1	1	0	0	0	0	3
G. \$180 OR MORE	8	1	3	9	0	7	5	0
H. NO ANSWER	1	2	5	0	0	7	5	8

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	32	16	27	0	21	20	15
B. 5-9 HOURS	26	33	29	45	44	29	5	35
C. 10-19 HOURS	27	16	27	0	33	21	25	28
D. 20-29 HOURS	14	13	14	0	11	21	20	10
E. 30-39 HOURS	4	2	5	0	0	0	10	8
F. 40 HOURS OR MORE	8	3	5	9	11	0	10	3
G. NO ANSWER	0	2	4	0	0	7	10	3

	FIELD PCLL	CCHMU- NITY LEA- DEAS	TOTAL COMMU- NITY	CCHMU- UNITY CROSS SECT	CHU- RCH GROUP	ART CLASS	LIR- RANK USERS	ELEM KIDS PAR- ENTS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	11	128	13	11	15	26	53
NUMBER RESPONDING TO QUESTIONS 3-10	618	11	104	11	5	14	20	40

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	42	38	8	64	60	27	32
B. RECEIVE TRAINING IN BASIC SKILLS	9	24	13	8	5	0	4	26
C. USE LOCATION AS A PLACE TO STUDY	10	14	15	23	18	0	19	13
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	18	24	31	18	20	19	26
E. PERSONAL COUNSELING	13	16	14	8	5	13	12	19
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	24	24	15	5	20	27	26
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	26	20	15	18	0	19	26
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	16	18	0	27	7	23	25
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	16	27	23	36	7	31	30
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	15	24	8	0	20	38	26
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	20	22	31	5	7	27	21
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	19	17	8	5	33	23	15
M. NO ANSWER	1	0	5	8	5	7	8	4

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	62	43	54	27	40	46	42
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	32	13	0	18	20	4	15
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	27	9	0	0	13	8	4
D. COURSES AVAILABLE NOT INTERESTING	8	21	11	0	0	20	15	2
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	36	29	8	45	33	23	28
F. HOME RESPONSIBILITIES	27	44	41	62	36	13	12	58
G. JOB RESPONSIBILITIES	21	49	38	15	36	33	31	47
H. TRANSPORTATION PROBLEMS	10	35	13	8	5	7	12	15
I. CHILD CARE PROBLEMS	13	44	20	23	0	27	8	28
J. DON'T KNOW HOW TO GET ENROLLED	2	30	3	0	0	0	12	2
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	32	5	0	5	0	8	4
L. NO REASON FOR MORE EDUCATION	8	26	3	8	0	0	8	2
M. NOT ENOUGH ENERGY OR STAMINA	11	19	7	0	5	7	4	11
N. PROBABLY COULD NOT DO THE WORK	4	24	3	0	0	0	4	6
O. TOO OLD TO GO BACK TO SCHOOL	15	28	5	8	18	0	4	6
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	20	5	0	5	13	8	4
Q. OTHER REASON	7	2	9	0	27	13	12	2
R. NO ANSWER	1	1	3	0	0	0	8	4

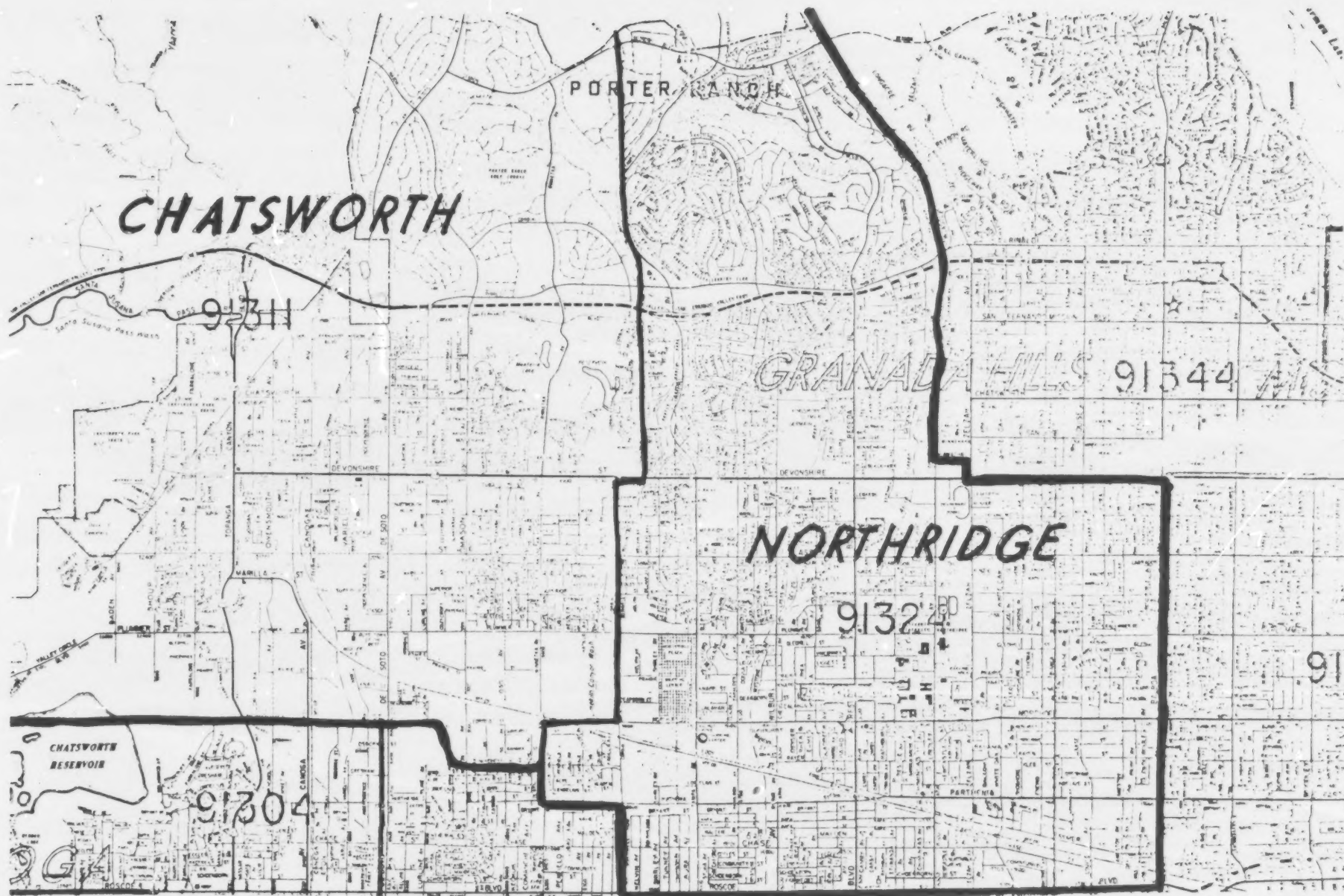
NORTHRIDGE/CHATSWORTH

Sally S. Gaff

The Community

Northridge and Chatsworth, two adjacent communities in the northwestern part of the San Fernando Valley, nestle against the Santa Susana Mountains and reflect the rich and colorful history which they share. When Gaspar de Portola's expedition party set eyes on this region in 1769, it was inhabited by the Gabrielino Indians. A vivid description of the area, recorded in a diary at the time of discovery, has a nostalgic quality when read today--"with streams, rolling hills with oaks and walnut trees spaced as in broad parks, woods of manzanita, thickets of alders and sycamores--the plains covered with thick soft native grasses--tangles of wild grapevines and masses of wild roses."

This region began to be settled in the late 1800's and the completion of the Southern Pacific Railroad through the area in the early 1900's accelerated its development. At that time it was primarily an area of family farms. Prior to World War II, it became a part of the City of Los Angeles and home for many stage, screen and radio personalities, though its basic character remained with its horse ranches and citrus groves. It wasn't until the 1960's that industrialization and subdivision development began to peak. Today most of the great ranches are gone; the "thickets of alders and sycamores... the tangles of wild grapevines..." are but a remembrance in these communities bound together with a matrix of paved strips, humming automobiles, light industry and small business complexes.



With ranch-style houses and a few orange groves remaining, the citizens of Northridge and Chatsworth still seem to revere the values of nature, and are presently in the midst of conflict over proposals to rezone the basically middle/upper middle class residential area, which would increase population density by permitting more multi-family units and more businesses and industry. Such a move would remove this area even further from the original idyllic image of Portola's times. There is great tenacity felt about the few undeveloped areas in the San Fernando Valley, many of which lie within the Northridge-Chatsworth boundaries, and great resistance to the projections of doubling the population by 1980 or covering the valley.

Residents of these communities lying on the outskirts of the City of Los Angeles have relatively high levels of education and income. Chatsworth, for example, reports in a Chamber of Commerce publication that for a total population of 40,800 in a 16.7 square mile area, the median income is \$15,152. With the newest subdivisions tagging homes at prices in the \$100,000 range, and with new businesses moving in whose concerns are often with the most advanced areas of technology, these residents will continue to wrestle with conflicts between the values of "....rolling hills with oaks and walnut trees...." and those of an affluent, industrialized culture.

Opportunities for Postsecondary Education

The basic orientation of these communities is toward heavy automobile usage, with large land areas covered. Therefore, when considering the opportunities for pursuing postsecondary education

in Northridge-Chatsworth, one must look at institutions and groups which themselves may not be geographically located within the communities, but which serve them. The variety of sponsors of educational programs include state-sponsored university and community college facilities, occupational and adult school programs, and extension programs run by a variety of public and private colleges and universities. In addition, there are many community programs on a smaller scale but with substantial and relevant offerings.

California State University, Northridge (CSUN). Opened in 1958, this institution is part of the California State University and College system. In its various programs, it serves approximately 24,000 students many of whom come from Los Angeles and Ventura counties. As a State University it offers the usual undergraduate degree programs as well as a variety of graduate degree programs leading to proficiencies at the master's level. Of the total enrollment in the regular programs, 3,277 are residents of Northridge and 538 of Chatsworth.

Fees for various programs come to about \$200 per year, for California residents, while non-residents are subject to additional fees of about \$1,300 annually. Approximately 250 sections of various courses are offered at night for general education credit. For those who have their basic requirements, a number of degree programs at the baccalaureate and master's levels are also available at night. In touch with the many technical businesses and industries in the area, CSUN offers many engineering courses at night.

In addition to regular programs, CSUN provides other courses through its continuing education and extension component. Extension

courses are available in a number of locations throughout the CSUN service area, and are open to the public. Since the Extension receives no support from sources other than fees, there are charges for these courses and a minimum enrollment of 20-25 must be maintained to offer a course. Examples of course offerings include "Hollywood and U.S. History," "Laws Relating to Children," "Playwriting & Production on a Shoestring," and "Alternate Lifestyles." CSUN has also provided two external degree programs on a pilot basis--one in health science and the other in engineering--funded by extension fees and offered in Ventura County. These are designed for students who cannot get to Northridge. Students who have sufficient work experience in one of those two areas can be awarded credit for this experience. Another innovative venture in which CSUN is an active participant is the University of California-California State University and Colleges Learning Center in Ventura. This Center provides an educational and counseling facility for residents of Ventura County which offers them, for the first time, upper division and graduate instruction. This off-campus institution responds to the community's needs by permitting part-time enrollment for degrees at both graduate and undergraduate levels, and will offer non-credit Extension courses also. During the late fall, UC Riverside and UC Santa Barbara, Cal State Long Beach and CSUN offered courses at the Learning Center.

CSUN has also offered courses on TV combined with some class meetings for Extension credit. These were operated in conjunction with the California Instructional Television Consortium. During fall 1974, the "Sunrise Semester" series included a course on

African Civilizations and one on The Meaning of Death.

Community Colleges. Northridge and Chatsworth fall within the domain of the Los Angeles City Community Colleges district and are serviced in particular by Pierce College in Woodland Hills, but also by Valley College in Van Nuys. L. A. Pierce serves 1,890 Northridge residents and 793 from Chatsworth, while all other L. A. Community Colleges combined, including the L. A. Valley Campus, serve 2,260 persons from Northridge and 846 from Chatsworth. Pierce, as is typical of California's community colleges, provides studies comparable to freshman and sophomore courses in a four-year college or university, provides enrichment studies, occupational courses and pre-apprentice courses, and gives opportunities for high school makeup classes. Associate in Arts or Associate in Science degrees are awarded. Three major areas of instruction include business education, technical industrial education and agriculture. One year certificate of completion programs are also offered. Designed for specific job preparation, the courses of study include fluid power technology, recreational technology, secretarial science, technical illustration and welding. In addition to its regular day and evening program, Pierce has an outreach center in Westlake, some 20 miles west of Woodland Hills, where non-vocational courses are offered for credit to between 700 and 1,000 students, a large proportion of whom are housewives. Pierce also has a significant Community Services program through which a host of non-credit courses, usually of 8-10 weeks duration, are offered, both on the campus and at numerous

off-campus locations. Such course offerings include "The Transition Woman Looks at Herself," "The Geography of Wines," "Everything You Need to Know About Weight Control," and "Bio-dynamic Farming and Gardening."

The Los Angeles Community College District sponsors some college credit courses by television. Such courses as "Law for the Seventies," "The Ascent of Man," and "Yoga with Madeline," were offered during the first part of 1975. Registrants could elect to take their midterm and final tests at the college which was nearest to them or most convenient.

Adult Schools. Both the Reseda High School District and the El Camino Real Community Adult School serve citizens of Northridge and Chatsworth through adult school classes. High school diploma credit is available as well as a variety of general educational offerings. Both day and evening classes are held. The classes which draw the most residents of Northridge and Chatsworth are those held in Reseda, at the Granada Hills Adult School, and at the Chatsworth Branch of the El Camino division. At the Chatsworth Branch, for example, 555 students were enrolled during the last month in 1974. The fee for their registration was mandated at \$8.00. Arts and crafts, parent education, business education, language (both foreign and English as a second language), nursing assistant, investments, and auto tune-up are examples of areas in which courses are offered. Citizenship preparation, foreign visa studies, a veterans counseling and high school diploma program, and civil service examination preparation are additional types of opportunities available through the Adult School arm of the public

school system. Classes of short duration (average 8 weeks) seem to retain high enrollment, while semester length classes tend to lose enrollment significantly mid-way through.

West Valley Occupational Center. Located in the Woodland Hills the center is a unit of the Los Angeles Unified School District, Division of Career and Continuing Education. The West Valley Center is one of a total of five regional occupational centers in the district, and was established in 1965. Classes are also held at local hospitals, physicians offices, and at California State University, Northridge. West Valley, as is true of all regional occupational centers, was set up under Section 7450 of the California Education Code authorizing such centers to be established as part of the public school system in the state. These programs provide intensive training in technical or vocational skills necessary to become employed in a given field. The training completion certificates awarded to graduates are recognized by employers throughout the region.

West Valley charges only an \$8.00 fee, plus the costs an individual must expend to purchase tools or equipment necessary for performance of a given job when he goes to work. Many classes have continuous open enrollment. Both adults and 16 and 17 year olds still attending high school may enroll. Individualized instruction aids this "open-entry, open-exit" system in both vocational and basic education subjects. At West Valley, training will be given to an estimated 10,000 students during 1974-75, of which approximately 5% will be residents of the Northridge/Chatsworth area.

Extension Services. The University of California at Los Angeles offers extension courses which are attended by Northridge and Chatsworth citizens, and some also participate in University of Southern California programs. In addition, a number of private colleges and universities throughout southern California, Pepperdine and Chapman for example, give courses accessible to persons in the Northridge/Chatsworth area.

Community Educational Resources. Other programs for adults in the area are many and diverse. The City of Los Angeles Department of Recreation and Parks provides extensive offerings in both Chatsworth and Northridge, in the areas of recreation, sports, arts and crafts, and music. Some of the classes are held in cooperation with the Adult School. The Northridge Recreation Center has probably the most comprehensive program in that city. They offer 150 classes with a heavy emphasis on sports, and serve 5,000 patrons a week, an estimated half of whom are adults. Fees for these courses vary, but generally do not exceed \$15, except for courses such as adult horsemanship where fees range from \$27-\$51.

Located in Reseda, the YMCA-West Valley Branch offers a variety of learning activities. It serves an estimated 465 persons throughout the year and up to 2,000 (children and adults) in the aquatics classes alone during the summer. Its fees range between \$10 and \$50 per class. West Valley YMCA considers itself to be a "multi-faceted human care delivery system," offering aquatics, physical activities, arts and crafts, and consumer interests, as well as courses in the

areas of psychology, personal development, family living and communications skills such as transactional analysis. In cooperation with Pierce College Community Services program, West Valley YMCA also offers a class entitled "How to Recruit, Train, and Supervise Volunteers." In addition to their other services, they will also hold classes in homes, churches and schools.

Several programs are available with the interests of women primarily in mind. The Center for New Directions in Van Nuys was established and is currently sponsored by the San Fernando Valley Branch of the American Association of University Women and The Community Services division of Los Angeles Valley College. It states its purpose to be, "To fulfill the needs of women who are seeking to find new directions in employment, education or meaningful volunteer careers." They offer opportunities for counseling with trained personnel, interest and aptitude testing, and a variety of workshops on topics of particular interest to women. Workshops offered in the fall, 1974, included "New Images for Senior Adults", "Survival for Singles", "Search for Self", and "Mommy is a Person Too". The Center provided its services to over 100 women during the fall. Generally a \$5 donation is requested for advisement and \$20-\$30 fees are charged for workshops, though senior citizens can attend free of charge with a Gold Card.

Everywoman's Village, also in Van Nuys, was founded 11 years ago by a group of women whose children were growing up, and who wanted a combination of educational and recreation classes. Many were hesitant about going back to school in a regular educational institution with

students who might be half their age, and they were also hesitant about their own abilities to succeed. As is true with many women who have been away from formal academic learning for some time, these women lacked confidence, felt a loss of study skills, and were not sure what their best course of action might be. As a result, this group of women began offering non-credit courses particularly in the areas of physical fitness and dance, and also in arts and crafts, to women students mostly around age 40 or older. Since its limited beginning, the program has mushroomed to include men as well as women students, and also to teenagers and older people. Currently, about 50% of the students are over 40. An average of 1,800 students per week are presently served, compared to 200 at the outset of the program. Fees are charged to make the institution self-supporting, and faculty are well qualified people in their respective fields who teach on a part-time basis.

Woman's Workshop (and Men Too!) is a similar type of program, though more limited in scope. Located in Northridge itself, it was reportedly begun by several women who had participated in courses at Everywoman's Village. There is a \$3 registration fee per family with additional fees charged for each course ranging from \$20 to \$48. Course titles are quite diverse, including "Happy Housekeeping," "T'ai Chi Ch'uan," "Genealogy," "Banjo," and "Developing E.S.P. and Astral Projection."

A rather specialized set of educational programs is conducted by the San Fernando Valley Health Consortium, a federally funded, non-profit consortium, made up of California State University Northridge, community colleges, occupational centers and high schools, as well as private schools training health services personnel. It has

worked closely with the area hospitals, health institutions and agencies--both public and private--to develop clinical and educational programs. Examples of jointly-sponsored courses include: "Restorative Nursing," "Developing the Art of Understanding," "Better Patient Care" and "The Problem Oriented Medical Record."

Educational Interests

Among the groups of Northridge-Chatsworth citizens with which project staff met were the following: patrons and staff of the Chatsworth Public Library, members (and spouses) of the local chapter of the American Association of University Women, hospital employees, and students of three adult education classes (Spanish, Investments, and Quilting). Responses of these groups to selected questions on the Adult Educational Interests Questionnaire (AEIQ) are given at the end of this section of the report.

In the Northridge/Chatsworth total sample, slightly over 30% were between 40-49 years of age, and 21% fell in the age group 50-59 with a similar percentage in the 21-29 group. This group was predominantly female and overwhelmingly Caucasian. Incomes of 47% of the total group of respondents were \$20,000 or more; 18% were in the \$15,000-\$19,999 range; and 13% had family incomes between \$10,000 and \$14,999. When asked to describe their occupation, 40% of the Northridge/Chatsworth citizens considered themselves to be in the professional or technical category, while 21% were within the category of "retired, pensioner, not in labor force, widow". Twenty-seven percent had completed college, another 16% had advanced college degrees, and 21% had

completed one to two years of college, business or technical school. Respondents, in short, were relatively affluent and well-educated.

Interest in Further Education. Nearly 80% of the respondents statewide (Field Poll) are currently not involved in any educational endeavor, and almost 60% expressed a desire to become involved during the next two years. Among the Northridge/Chatsworth citizens surveyed, only 36% were not presently involved, and 93% indicated a desire for some form of further learning in the near future. Most of the current enrollment of the Northridge/Chatsworth residents, of course, is on a part-time rather than a full-time basis. Interestingly, 100% of both the library group and the quilting class had an interest in further learning. The community leaders queried believe that 73% of the total Northridge/Chatsworth community would be interested in more education.

Area of Interest. Within the total group of respondents, 24% indicated a subject in humanities as their area of major interest; 16% chose arts, crafts or other hobbies; 13% did not respond to the question; and 11% were interested in professions requiring an advanced degree. The Phase II leaders perceived that most people in the community at large would be interested in vocational skills or trades, with the second choice being in the area of art, crafts and hobbies, the third in business or public administration, and the fourth in psychology, personal development of family living. Only one of the groups surveyed--the AAUW group--chose vocational skills/trades at all, and only 10% of that group did so. Given current economic

realities, this may seem an unlikely finding, though when the high education and income levels of this particular sample are considered, these results are not so surprising. Since the area has many small business and light industry, and a large aerospace/electronics/technical complex, it is also interesting that only 7% of the total group preferred to learn more business or public administration. Had the sample contained a larger percentage of males this option would undoubtedly have been chosen more often.

Reasons for Further Learning. Participants were also asked to check on the AEIQ as many reasons as were important to them for their further interest in learning. Statewide, the two most frequently checked responses were "to be better informed, gain new knowledge," and "for personal satisfaction or happiness." Field Poll respondents were also interested in order "to improve income" or "to prepare for a job." The Northridge/Chatsworth citizens' two main reasons were identical with the statewide pattern--information and personal satisfaction. However, the third most frequently chosen reason was to "meet new people, get away from daily routines," while "to deal more effectively with personal situation, problems," and "to improve income," were selected next most frequently.

The community leaders perceived that over 50% of the community at large would be interested in either improving income or preparing for a job. They also thought a number would choose further learning "for a job requirement, to perform the job better," "to work toward a degree or to meet new people." It is difficult to judge which choices are most reflective of all of the people in these communities.

It is worth noting that many women during the discussion stated their desire for more education in conjunction with finding a job or training for a new career. Individuals in the cross-section of hospital staff thought further education relating to their jobs and improved income was extremely important.

Preferred Ways of Learning. When asked what ways of learning would be personally appropriate for them, the Northridge/Chatsworth sample indicated a preference for evening classes, either within five miles from home (69%) or a nearby college campus (64%). Several participants commented on their desire for options:

"Evening classes are often too large in this area and...some classes do not meet enough times during the week. Smaller more intense classes are more desireable and beneficial."

"...would like to see college accredited (sic) courses given at local high schools during the evening."

Preferred Place of Learning. It can be seen that even in this region of California where it is the norm to travel long freeway distances for services, the preference of many community respondents is for education at nearby locations. The citizens sampled preferred to learn at an "adult learning center within five miles of home" or at a state university or college campus (which in this instance would be quite close). Phase II leaders predicted this general response within their community. As might be expected, the largest percentage of the hospital workers preferred to learn at their place of work. In addition to the convenience of a location, another important factor in respondents' choices seemed to hinge on the availability of programs they wanted at particular sites.

Interest in Credit for Learning. It is interesting to note that adults surveyed were not primarily interested in further learning to acquire academic credit. In both the Field Poll and in Northridge/Chatsworth this was the majority position. However, 18% of community participants did want a statement of satisfactory completion of a course, and 13% were interested in a B.A. The AAUW group and the hospital employees showed the most interest of any of the subgroups in a Masters Degree, and over 30% (the largest percentage) of the AAUW participants wanted a graduate or professional degree.

Cost Considerations. A factor in pursuing further education is always the financial cost involved. In the statewide sample, and in the Northridge/Chatsworth groups, as well, the largest percentage indicated a willingness to spend \$30 for a three-hour-per-week course. In Northridge and Chatsworth, a secondary choice was for the expenditure of \$60 for a similar course. Those students who were enrolled in the investments class, however, must be putting their knowledge into actual practice, as they were willing to pay \$90 as to pay \$30. Of the AAUW group, 20% were also willing to pay the \$90 amount.

Time Considerations. Though willing to spend substantially for their educational endeavors, the greatest proportion (44%) of Northridge/Chatsworth participants wanted to spend only 5-9 hours per week on studies, with 25% willing to spend 10-19 hours, and 22% willing to spend only 5 hours or less. Statewide, adults most often cited 10-19 hours as the preferred amount of time for studies. The Phase II leaders in Northridge/Chatsworth thought the community

members as a whole would most often be willing to spend five hours or less, but they also predicted that 25% in the community would spend more than 19 hours a week on studies. Overall among community participants, only 9% indicated a willingness to spend that amount of time, and in three of the six subgroups for which responses were tallied, no respondents from those groups were willing to spend more than 19 hours. An interesting sidenote is found in the AAUW group; none were willing to spend more than 19 hours per week on their studies, though 30% indicated an interest in graduate or professional education.

Educational Services Desired. The AEIQ listed various services which a comprehensive postsecondary education program could possibly provide, and respondents were asked to choose all of the services which they might like to use. More participants in Northridge/Chatsworth chose "to take a course or other program of learning," than any other category of service. Nearly 70% of the total sample selected this category, and it was the top choice for all of the six groups. Secondly, they were interested in an assessment of their personal competencies, followed by obtaining information about educational opportunities in the region, testing of their strengths and weaknesses in various subjects, and putting together a record of all of their educational work.

Perceived Barriers to Further Education. Though many people in Northridge and Chatsworth expressed interest in further learning, there are always important reasons why citizens do not follow up

their interests and actually enroll in a course of study. When asked what some of these reasons might be, the same four reasons were given both by the total group participating and by those who definitely wished to pursue learning in the near future. These reasons included courses they wanted which were not being offered when they could attend, home responsibilities, cost, and job responsibilities. Similar reasons were offered statewide, though the reason most often cited was cost.

Conclusions and Recommendations

In addition to questionnaire data, much was learned in discussion with groups and individuals in these communities about what their interests were, how the existing resources were meeting or missing their particular needs, and what ideas they had for improving services or creating new services.

In different ways, the position was articulated that any individual needs to learn and to advance to keep up with the technology of the times. As society and living become more complex, adults need to have ways of coping with the increasing complexity and with change. Often what is needed is not necessarily more specialization, "channelization," in a particular discipline, said residents of Northridge and Chatsworth, but interdisciplinary programs, "leadership training," "training to be a responsible person." Several raised the question, "Where do we get inputs to rational decision-making?" There was concern about the need to be informed on issues, seen as an ongoing process; the need for tools to analyze seriously and cogently those issues on which citizens must vote. There was the frustration expressed that "people don't know how to get the government to be responsible."

Others raised the issues of general education and career/vocational training. Informants mentioned the need for a good general education for children as well as adults. The fact that a large proportion of entering freshman at universities in California were unprepared in basic English composition and grammar fundamentals was found disturbing. Though as adults many have acquired special skills, they often felt their general education should be improved. At the same time, it was felt that there is not enough career exposure and training early enough--in the junior high and high schools especially. West Valley and Woodland Hills Occupational Centers were mentioned often as meeting needs, but it was felt that these two institutions could not do the job alone.

Women were concerned with classes and courses both for career education, retraining and retooling, as well as for growth education--the need to develop their own intellectual capacities, and to obtain skills allowing them to become more economically independent. Many women were in dead-end positions, and were seeking training in technical jobs, formerly the domain primarily of males. These women were frequently described by community leaders and personnel officers as being highly motivated and as often doing better than the males who had been engaged in such jobs. "Why work as a secretary at \$2.00 an hour when in a technical job, with a little training first, a woman can earn \$6.00" was the comment of the personnel director.

The health workers were particularly concerned about opportunities for professional education, since by the late seventies or early eighties 30 units of continuing education in the health professions

will be required every two years. Though a good deal is being done through the San Fernando Valley Health Consortium, officials there are still unclear exactly what the requirements will be at different levels and in different positions--for example, what specific credits nurses will be expected to have. These questions have yet to be answered, so detailed program planning cannot get underway.

Concern was voiced about nominally similar programs at different institutions which have different outcomes for the student. For example, proprietary schools, the Occupational Center, adult schools, and community colleges all offer the LVN (licensed vocational nurse) program in the valley area. However, only through the community college, it was reported, does a student receive college credit and a degree. It was strongly felt that work at the high school (adult school) or Occupational Center should also be creditable toward further degrees. It was acknowledged, however, that some students would prefer an Occupational Center program because they could be trained in shorter time and obtain a job sooner; nonetheless, it was felt that even these persons should somehow be able eventually to receive degree credit for their work. Furthermore, in order to motivate individuals to continue their education, it was felt that degree credit should be given for a variety of past work, for example, in the health professions where all in a given job specialty must take essentially the same courses and pass the same state examinations. The somewhat diffuse plea for "more flexibility" was repeatedly heard. A nurse noted that "if someone gets one-year LVN training and later decides to become an RN she must begin all over again, because there is not transferability." A social worker reported that there are no part-time social work

programs, that "if a practicing social worker wants to work on an MSW, it must be full-time."

Occasionally there were more specific complaints about institutional practices. Numerous people were upset about classes being cancelled when minimum enrollment figures were not met. Others complained about inefficiencies and indignities encountered in college registration and course enrollment processes. The lack of financial aid for both part-time and older students was frequently noted. One cynic observed that "because of declining enrollment, (institutions) are forcing students to take more prerequisites so as to provide more money for faculty salaries." Another summed it up by saying "students' interests are not served...institutions' interests are primarily being served."

Need was cited for counseling services which were free and readily available to all adults, including those not currently enrolled in further learning. Counseling needs are acute in more nontraditional areas, especially for women. It was stated that many counselors do not impartially counsel women into occupations for which they are best qualified, but still rely to some extent on stereotyped notions of what jobs are appropriate for women. Many counselors, from their personal experience, know only the academic path. In high schools, adult schools and colleges, people advising students have always been involved in the educational enterprise. A need was felt for counselors who had first-hand experience in other professions and vocations so that more realistic ideas of occupational roles could be provided.

Those who have sought counseling reported that universities do not cooperate with industry to enable employed adults to engage in further education in a reasonable way. Employed persons who cannot

afford or do not wish to give up their jobs to study full-time have a multiplicity of problems: residence requirements; the fact that extension credit does not transfer to regular programs even at the same institution; the fact that though in-service training programs are offered by employers, colleges or universities do not present courses before or after work or at other convenient times.

Some adults need help in adjusting to classes in which students are primarily young. They articulate their feelings in these ways: "I feel like an outcast; they look down on me; they don't accept me." And, "If I made a lot of mistakes, I would feel stupid especially among younger people; they expect more from you because you are older." It was suggested that state-supported occupational counseling centers would be highly useful, especially if anyone could use the services free of charge. Residents of Northridge/Chatsworth described the fees for testing at UCLA as exorbitant, and yet felt that the entire counseling procedure was predicated on the testing, so one was caught.

A number of practical problems were raised which impeded adults' search for further education. For example, it was reported that because of the energy crisis, some public school buildings could not be used by other agencies on account of the increased cost involved. A conflict between the Board of Education and the City Recreation Department was reported; the Board will not let the Recreation Department use the public school gyms for their programs.

Child care services are needed. Though several educational institutions have begun to offer child care services, more are

needed. For lower socioeconomic classes, this is a particular problem, and there are low income pockets in the Northridge/Chatsworth area.

Transportation is seen as a definite problem. With the cost of gasoline increasing, courses at USC or at UCLA, for example, in addition to the high fees for classes, become extraordinarily expensive. The new public transit service added to West San Fernando Valley is seen as important, particularly for the elderly and those who do not drive. Since the bus routes connect with a number of educational institutions, enrollment is now a possibility for those who could not otherwise have attended. (It was mentioned that some older people rode the school bus to the Woodland Hills Occupational Center during the public strike in the fall of 1974, since they could not reach their classes any other way.)

Senior citizens in this area have other problems, in addition to transportation. At centers for senior citizens, it was found that many would like to go back to school on a regular campus. On the West Valley campus, for example, one sees a variety of generations in attendance. Many college professors, however, may not know how to work well with older students. As one woman put it, "A garrulous 67-68 year-old could really threaten a new 28 year-old Ph.D." More services need to be provided to the home-bound and to those in nursing homes or convalescent hospitals for the elderly as well as the handicapped. Though there is a library program where volunteers take books to those confined, more services were reportedly needed.

Thus, in Northridge and Chatsworth, communities in which expressed interest in further education is high, citizens want the institutions to meet the needs of the people, rather than having the residents stretch and strain to meet what are perceived to be rigid, unrealistic, inflexible institutional requirements. More flexibility, better coordination among institutions, and easier transferability of credit are high priorities. These people want more free counseling, with counselors who are more knowledgeable and proficient, especially in occupational guidance. People would like to see expansion of skill-acquisition opportunities---reasonably scheduled and priced. Entry and re-entry programs for women need to be created or expanded and information about counseling and related services for them should be readily available.

For the most part, people in Northridge/Chatsworth thought that existing facilities in their community were not being used to their fullest, that institutions could provide better services if they determined to do so. Concomitantly however, it was felt that better methods of motivating people to pursue education on a lifelong basis were needed; "They need to be self-disciplined to get enrolled, to do homework...they need to get out of the living room and away from TV" was the way one informant put it. Better information and counseling is one answer. Other answers lie in providing better conceived and coordinated educational service--as the users, the consumers, of the services define "better."

NORTHRIDGE/CHATSWORTH

(Data are percentages)

	FIELD POLL	COMMU- NITY LEA- CERS	TOTAL COMMU- NITY	LIR- RARY GROUP	AAUM	HOSP- ITAL WOR- KERS	SPAN- ISH CLASS	INV- EST- MENT CLASS	QUIL- TING CLASS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	13	159	14	12	20	26	10	14
NUMBER RESPONDING TO QUESTIONS 3-10	618	13	148	14	10	18	23	9	14

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	63	93	100	83	90	88	90	100
B. NO	41	36	6	0	17	10	12	10	0
C. NO ANSWER	0	1	1	0	0	0	0	0	0

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	20	16	7	0	33	0	11	79
B. BUSINESS/PUBLIC ADMINISTRATION	11	12	7	7	10	6	0	0	7
C. CONSUMERSHIP/MONEY MANAGEMENT	2	8	2	7	0	0	4	11	0
D. EDUCATION/TEACHING	3	9	5	7	20	6	4	11	0
E. HUMANITIES	13	5	24	36	0	11	78	22	0
F. NATURAL SCIENCE	5	5	4	0	10	6	0	0	0
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	7	11	7	20	33	0	11	0
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	9	3	0	30	0	0	0	0
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	5	3	0	0	6	0	0	7
J. VOCATIONAL SKILLS/TRADES	18	21	5	0	10	0	0	0	0
K. BASIC SKILLS	2	0	5	0	0	0	0	0	0
L. OTHER	3	0	1	0	0	0	0	11	0
M. NO ANSWER	4	1	13	29	0	0	13	22	7

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	18	51	57	40	50	48	56	79
B. TO WORK TOWARD A DEGREE	28	17	28	7	10	44	0	11	29
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	16	81	86	70	89	51	59	86
D. PERSONAL SATISFACTION, HAPPINESS	66	16	76	71	80	83	70	78	100
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	12	28	14	30	39	13	0	29
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	12	39	36	50	33	26	44	36
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	6	26	21	60	39	26	22	14
H. TO IMPROVE INCOME	44	30	39	36	10	50	26	22	29
I. TO PREPARE FOR A JOB	42	22	36	43	60	33	22	11	35
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	17	38	50	40	39	39	22	29
K. OTHER	1	0	14	14	30	17	26	11	7
L. NO ANSWER	0	0	1	0	0	0	0	0	0

	FIELD POLL	COMMU- NITY LEA- NERS	TOTAL COMMU- NITY	LIB- RARY GROUP	AAUM	HOSP- ITAL WOM- KERS	SPAN- ISH CLASS	INV- EST- MENT CLASS	QUIL- TING CLASS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	13	159	14	12	20	26	10	14
NUMBER RESPONDING TO QUESTIONS 3-10	618	13	148	14	10	18	23	9	14

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	20	42	43	60	78	48	22	14
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	17	8	21	10	0	9	0	14
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	22	49	50	70	67	43	33	36
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	16	23	36	60	6	9	22	36
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	30	64	36	90	67	74	44	71
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	15	23	36	60	6	9	22	43
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	24	69	36	70	72	87	78	63
H. SESSIONS HELD ON WEEKENDS	16	7	20	36	90	28	9	11	14
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	10	29	36	30	22	30	33	14
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	10	39	64	50	90	22	56	21
K. CORRESPONDENCE STUDY AT HOME	13	11	13	21	10	11	13	11	7
L. PRIVATE LESSONS	15	7	14	14	10	17	9	11	7
M. OTHER	2	0	5	7	20	11	0	0	7
N. NO ANSWER	1	1	0	0	0	0	0	0	7

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	8	6	7	0	0	4	22	0
B. AT PLACE OF WORK	8	13	7	14	0	33	0	0	0
C. WITH PRIVATE TUTOR	3	3	3	0	0	6	9	0	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	8	5	14	20	0	0	0	7
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	8	3	14	0	0	0	11	0
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	12	24	14	10	6	30	22	14
G. A HIGH SCHOOL	2	12	9	0	0	6	22	11	21
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	7	1	0	0	0	0	0	0
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	11	8	0	20	6	4	0	7
J. A PRIVATE COLLEGE OR UNIVERSITY	4	4	2	0	10	0	0	0	7
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	13	15	14	40	22	0	22	14
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	5	3	0	0	6	0	0	0
M. OTHER	1	1	3	7	0	6	9	0	0
N. NO ANSWER	3	2	12	14	0	11	22	11	29

	FIELD POLL	COMMU- NITY LEA- DEBS	TOTAL COMMU- NITY	LIR- RARY GROUP	AAUN	HOSP- ITAL WOR- KERS	SPAN- ISH CLASS	INV- EST- MENT CLASS	QUIL- TING CLASS
NUMBER RESPONDING TO QUESTIONS 1, 2, 11-13	1048	13	159	14	12	20	26	10	14
NUMBER RESPONDING TO QUESTIONS 3-10	618	13	148	14	10	10	23	9	14

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CREDIT	37	20	25	50	20	22	39	44	14
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	16	18	21	10	28	30	0	14
C. A PUBLIC SCHOOL CREDENTIAL	5	12	5	0	10	0	4	11	0
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	10	7	0	10	0	4	0	14
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	10	3	0	0	0	0	0	21
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	13	13	0	0	22	9	11	14
G. MA, MASTERS DEGREE	9	7	11	7	20	22	4	11	14
H. GRADUATE OR PROFESSIONAL DEGREE	7	4	9	14	30	6	0	0	7
I. OTHER DEGREE OR CERTIFICATE	1	0	5	0	0	0	9	11	0
J. NO ANSWER	3	2	3	7	0	0	0	11	0

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	21	9	7	0	6	0	11	21
B. \$30	36	32	42	36	50	39	65	33	29
C. \$60	15	24	24	36	10	22	30	11	21
D. \$90	10	11	9	7	20	17	4	33	14
E. \$120	1	6	2	7	10	0	0	0	0
F. \$150	3	3	1	0	10	0	0	0	0
G. \$180 OR MORE	0	2	4	7	0	6	0	0	7
H. NO ANSWER	1	0	8	0	0	11	0	11	7

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	35	22	14	10	28	39	33	21
B. 5-9 HOURS	26	24	44	50	70	39	52	44	29
C. 10-19 HOURS	27	17	25	21	20	22	9	22	43
D. 20-29 HOURS	14	13	4	0	0	6	0	0	0
E. 30-39 HOURS	4	7	2	7	0	0	0	0	7
F. 40 HOURS OR MORE	8	5	3	7	0	6	0	0	0
G. NO ANSWER	0	1	0	0	0	0	0	0	0

	FIELD POLL	COMMU- NITY LEA- DERS	TOTAL COMMU- NITY	LIB- RARY GROUP	AAUM	HOSP- ITAL WOR- KERS	SPAN- ISH CLASS	INV- EST- MENT CLASS	GUIL- TING CLASS
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	13	159	14	12	20	26	10	14
NUMBER RESPONDING TO QUESTIONS 3-10	418	13	140	14	10	18	23	9	14

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	21	47	46	83	55	85	70	50
B. RECEIVE TRAINING IN BASIC SKILLS	9	7	4	0	0	0	4	10	0
C. USE LOCATION AS A PLACE TO STUDY	10	5	12	7	8	20	12	0	14
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	11	21	29	50	20	19	0	14
E. PERSONAL COUNSELING	13	14	20	43	25	25	12	10	14
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	14	23	21	33	20	12	20	21
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	11	18	7	25	20	8	10	7
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	10	18	43	42	10	8	20	0
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	15	22	43	33	15	16	30	0
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	14	36	64	58	30	23	50	29
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	13	22	36	33	15	31	10	21
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	15	8	0	2	5	15	0	14
M. NO ANSWER	1	2	1	0	0	0	4	0	0

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	22	37	29	42	45	35	20	50
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	11	23	21	25	20	23	30	14
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	13	16	7	25	10	15	30	7
D. COURSES AVAILABLE NOT INTERESTING	8	13	16	14	8	0	27	40	21
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	20	38	57	25	35	35	30	64
F. HOME RESPONSIBILITIES	27	25	37	43	42	35	42	20	50
G. JOB RESPONSIBILITIES	21	34	36	50	42	50	54	10	21
H. TRANSPORTATION PROBLEMS	10	12	11	36	0	15	15	0	0
I. CHILD CARE PROBLEMS	13	21	11	21	0	5	8	0	36
J. DON'T KNOW HOW TO GET ENROLLED	2	10	6	7	6	5	0	10	0
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	5	2	7	0	0	8	0	0
L. NO REASON FOR MORE EDUCATION	8	13	2	0	0	0	4	10	0
M. NOT ENOUGH ENERGY OR STAMINA	11	11	6	0	0	5	12	0	7
N. PROBABLY COULD NOT DO THE WORK	4	14	4	7	0	5	0	0	0
O. TOO OLD TO GO BACK TO SCHOOL	15	14	3	7	0	0	0	0	7
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	12	2	0	17	0	0	10	0
Q. OTHER REASON	7	0	7	0	17	0	4	0	14
R. NO ANSWER	1	2	10	7	0	15	12	10	7

SANTA CRUZ

Sally S. Gaff

The Community

Santa Cruz is a Rip van Winkle of a town, located on a narrow coastal plain overlooking Monterey Bay. It lies between San Francisco, 75 miles to the north, and Monterey, 45 miles to the south. To the east over the Santa Cruz mountains is San Jose. One of California's older cities, Santa Cruz raised its drowsy head in the past only during the tourist season, when its good surf, wharf, half-mile broadwalk, facilities for deep-sea and rock fishing, spectacular coves, and vistas of the Pacific Ocean, brought a large influx to the area. However, as was true of the legendary character, Santa Cruz has begun to awaken.

With an approximate total population of 35,000, the city of Santa Cruz is reported to have as many as 22% of its citizenry over the age of 60. County-wide, it has been estimated that an excess of 50% of the adult population is over 50 years of age. It is anticipated that Santa Cruz will follow the projected national average age increases, so that in the future there will be a significantly larger population in the middle and older age groups and a smaller proportion of school age. In addition, these adults will be better educated than previously. Change is coming.

Concomitant with the creation of a new University of California campus in the redwood-forested hills above the town, have come thousands of college students and University personnel demanding upgrading of services, such as an improved public transit system, and providing

additional flow of ideas and income into the area. On the heels of the new university-connected population has come a large artistic community highly involved in cottage industries. The Santa Cruz of today has also attracted young people interested in "back to the earth" activities and practices, some of which have always been inherent in the older, more conservative, agrarian backbone of Santa Cruz. Though there is a rather large Mexican-American population in the southern part of Santa Cruz County, it is not large in the city of Santa Cruz and the immediate environs. Asian and Black populations are small throughout the county.

Perhaps the words of a very articulate senior citizen, in this community of mobile home parks and counter culture communes, can best describe the Rip van Winkle phenomenon of Santa Cruz:

I arrived straight from Manhattan into Santa Cruz five or six years ago. It was so quiet on my street I could hear the earthworms in the garden. I could listen to the grass grow. It was like Genesis; at first there was nothing. Then gradually things have begun to change. Santa Cruz is a community undergoing subtle, but important changes in its intellectual, cultural, life-style and organizational characteristics. It is discovering music beyond Lawrence Welk; drama beyond cinerama; art beyond the Last Supper; crafts beyond whittling; travel beyond the Santa Cruz mountains; conversation beyond (who is) sleeping with whom and who shouldn't; and enjoyment beyond the boardwalk. A very exciting era of possibilities and an educational program that provides understanding, leadership, and direction to the community during this transition at last deserve the title, public education.

Opportunities for Postsecondary Education

The Santa Cruz immediate area offers a variety of opportunities for pursuing postsecondary education, including special programs offered through community agencies, adult school courses, two- and four-year college programs and graduate programs.

The University of California at Santa Cruz UCSC opened its doors in 1966. It is structured on a collegiate model with eight small and self-contained colleges providing undergraduate instruction to from 450-800 students per college as of 1974-75. UCSC also offers graduate programs toward the Master's or PhD degrees in eleven fields.

UCSC has an extension service, providing continuing education through both credit and non-credit programs, which are generally for the same fee. UCSC Extension enrolls persons in courses with such varied titles as "How to be Happily Unmarried," "Pediatric Clinical Discourses for Nurses," "The Monarch Butterfly," "Principles of Adult Education," etc. It is also possible, within certain limitations, for extension students to register in regular undergraduate campus courses through the Concurrent Courses Enrollment Program. During the Fall 1974 quarter, 47 courses were taken in this way at a cost of \$85 per course. In addition to its Santa Cruz programs, UCSC has Extended University programs in Community Studies, Environmental Studies, and Sociology, which reach to Fresno, Kings and Tulare counties; the Community Studies program, for example, enrolls 31 students of which roughly half are Spanish-surnamed.

Cabrillo College. This comprehensive community college, located seven miles east of Santa Cruz in Aptos, provides the following educational services: (a) two year liberal arts and sciences curricula equivalent to the freshman and sophomore years at a university or college, and designed to permit a student to transfer to a four-year institution with an A.A. or A.S. degree; (B) two-year curricula to

prepare students for employment in semi-professional, industrial, business and technical fields, such as nursing, carpentry, banking, food service, electronics, law enforcement, etc.; (c) general education; (d) courses to make up high school deficiencies; (e) community cultural, and recreational services, and; (f) non-credit community services classes. There was a continuing education program during the day and evening hours, and no tuition is charged to a full-time resident student, though health service fees and occasional materials fees are charged. In some of the occupational education programs, it is possible to earn an A.A., and in most others a certificate of proficiency is issued. Cabrillo has facilities which serve about 5000 students, and is in the process of further expansion.

The Santa Cruz Adult School. With its motto, "Adults learn better and faster--try it, you'll like it," during the fall semester of 1974-75 the public high school adult program offered 311 courses with an enrollment, again, of about 5000 persons. The Adult School offers courses leading to a high school diploma for adults upon completion of the requirements, and also administers the General Education Development Test (G.E.D.). It awards certificates upon request and routinely for certain courses completed. At approximately 55 locations, the Adult School offers a wide variety of classes. Some examples to indicate the range of opportunities are the following: lapidary, refresher typing, estates planning, boat safety and navigation, school bus driving, English as a second language, reading development, foreign languages, homemaking, auto repair, upholstery, metal shop, math, teacher aide training, physical fitness, and citizenship classes for persons desiring to complete the examination for U.S. citizenship.

This adult education division has set up an extensive program of courses at convalescent hospitals, rest homes, mental hospitals, alcoholic treatment centers and other institutions. A total of 30 such locations are currently being serviced, with a diversity of programs at each location. Because of the volume of qualified instructor applications on file at the adult school, the Adult School reports the ability to respond immediately to community requests for courses with a lapse of only a few days from the time the request is received until the program is functioning.

Bethany Bible College. This private college is located ten minutes north of Santa Cruz on the wooded slopes of the Santa Cruz Mountains in the community of Scotts Valley. Sponsored by the Assemblies of God, Northern California-Nevada District Council, it offers courses of study leading to the B.A. degree, with emphasis on Christian Education. A confession of Christianity is a requirement for admission to their program, which currently enrolls approximately 3500 students.

Community Educational Resources. Linked to the Santa Cruz Adult Education system is the Live Oak Community School, which has a community board and meets monthly as a total "community" to determine programs and offerings and to evaluate current classes. Classes are offered at a cost of \$2 to \$3 either at the school itself, in local churches or schools, or in or near mobile home parks in the area. There are 24 such parks, and they are heavily populated with persons of retirement age. Languages, physical education, arts and crafts, auto maintenance and repair, and dog obedience are among the courses offered within this community school concept. Eight hundred are currently enrolled.

The Santa Cruz County Office of Education sponsors a Regional Occupational Center Program in cooperation with Cabrillo College and all high schools in Santa Cruz County to provide "...necessary occupational training economically by utilizing existing facilities and materials available within the county," as they describe their task. Their offerings include administration of justice, auto mechanics and tune-up, cosmetology, drafting, electronics, graphic arts, hospital center services technology, machine shorthand, oceanography, and pastry chef training. It is possible to earn credit toward a high school degree, college degree, or adult education credit, depending upon the program. These courses are offered in a variety of locations to about 600 persons. Planning is underway to create a new Santa Cruz Educational Vocational Center which will broaden the scope of learning available to persons throughout the area, create more desirable facilities, coordinate programs and employ an "open entry/open exit performance strategy." Much thought, study, and interagency cooperation is apparent in this program which is designed to provide training leading directly to employment.

Also available to people in Santa Cruz is the OIC-CET program (Opportunities Industrialization Centers-Centro de Entrenamiento para Trabajo) which has its headquarters in San Jose and offices in several surrounding communities. In Santa Cruz, the program provides a counselor who comes on a regular basis to the Santa Cruz Welfare Department office. This program, supported by the Department of Labor and locally by 200 Santa Cruz businessmen, is designed to offer job and skill training, counseling, job placement, study centers, and opportunities to

learn English. In the central coast area 95% of those enrolled are Spanish speaking.

Through cooperative effort of the U.S. Department of Agriculture, Santa Cruz County and the University of California, an agriculture extension service including agriculture consultation (by telephone and in person), research, and instruction is available. Short courses on "Employee Safety Training in Handling Pesticides," "Home Orchard Pruning," "Home Vegetable Gardening," and a series on various aspects of the strawberry growing industry are just a few examples of programs provided.

In addition, there are various other workshops, lectures and film series, sponsored on an occasional basis by such groups as the AAUW, the Library, the County Archaeological Society and the Santa Cruz City Museum. Information/counseling/discussion groups are offered by the Women's Coalition of Santa Cruz and the Women's Studies Cooperative in conjunction with UCSC. Finally, the Penny University holds regular lecture and discussion sessions Monday through Friday at the Santa Cruz Book Store on topics of political and social concern. From 30 to 60 students of various backgrounds attend these evening meetings, which have been underway for about a year and a half.

Educational Interests

Information has been gathered not only on the programs offered in the Santa Cruz area, but on what the interests are of a number of people living in the community. These data are from a variety of sources as discussed earlier in this report. For comparison purposes, only the statewide Field Poll will be referred to occasionally here. Among groups in Santa Cruz that met with field

researchers were: students from a UC Extension class, students in a nurses-aid/orderlies class, beauty school students, Penny University participants, a drug abuse group, and members of the League of Women's Voters. Tabulated responses of these groups on the Adult Educational Interests Questionnaire (AEIQ) appear in the tables at the end of this section (p. 198).

To provide a context for the attitudes and interests expressed by the total group of Santa Cruz respondents, it is useful to consider a biographical profile of those participating in the study. Of the total community responding, 35% were between 21 and 29 years of age, while about 20% were 20 or under, and a similar number were between 30 and 39. This group tended to be female and Caucasian. Twenty-five percent had a high school education; 21% had completed college; and 25% had one to two years of business or technical school, or one to three years of college. In terms of family income, 29% of the Santa Cruz participants earned less than \$3,000, though over 40% (when data were grouped) earned between \$10,000 and \$20,000 plus. Nearly one-third of the community sample considered themselves to be in a professional or technical occupation, while nearly 20% classified themselves as "student, unemployed." This last category, however, is somewhat misleading, since those who were unemployed or housewives could check it, and students, some of whom might well be employed, could also check it. In other words, "student" and "unemployed" are not necessarily synonymous. This category perhaps reflects the traditional concept of a student in our society as being full-time devoting complete energies to the task, and not being totally self-supporting during the process.

Interest in Further Education. In attempting to conceptualize the possibilities in postsecondary education it was useful to approximate Californians' present engagement in education pursuits and their desire to be engaged in some form of learning beyond high school within the next two years. Less than 25% of the Field Poll respondents were currently involved in any such education, whereas of the Santa Cruz sample only slightly less than two-thirds were presently enrolled. Hence, the bulk of questionnaire respondents in this community are more interested and involved in education than is true statewide. Moreover, though nearly 60% of the statewide respondents expressed some desire for further education in the next two years, 90% of the Santa Cruz community sampled expressed the similar desire.* The group of Phase II educational and community leaders in Santa Cruz estimated that only 58% of the town's citizenry would be so interested. (It is important to emphasize that the community participants do not represent a statistical cross-section of the community, but rather small groups of "real people" who were willing to share their views in open discussion with the researchers.)

Area of Interest. In the Santa Cruz groups surveyed, the highest percentage indicated that their desire for further education was in the vocational/skills or trades area (also the predominate choice of

* In looking at the specific subgroups, a fairly compact range of 16 percentage points is found, with the group from the League of Women Voters expressing the least desire for further education (at 78% they were a high "least"!) and the nursing students expressing the greatest desire (94%).

the Field Poll sample), with the category "education, teaching" tied for second place with the "humanities," followed by "psychology, personal development, family living." The community leaders in Santa Cruz perceived that the largest percentage of people by far would pick arts and crafts or other hobbies, though they also perceived strong interest in the vocational and personal/family areas.

In the previous section, vocational classes offered through the Adult School, the Regional Occupational Program, the OIC-CET program, and Cabrillo College, as well as the planned Educational Vocational Center were described. All of these are examples of services directed toward local respondents' area of prime interest - vocational skills and trades. Nonetheless, one respondent reported:

I'm interested in all kinds of technical things but don't find them readily available to me. Examples: diesel mechanics, carpentry, electronics, brick masonry. I don't want to necessarily spend one to four years learning each and every one of these, but I'd like to take a class every now and then, and still be able to get a job.

Of the six groups, respondents currently enrolled in a vocational skill program--the students in the cosmetology and nurses aides/orderlies classes--perhaps naturally, expressed the strongest interest in vocational training. Some pointed out that only the basic course of study leading to certification was offered and they would like to be able to upgrade their skills later on with more specialized or advanced courses that are unavailable in the community. Further, some students at the Beauty School and in the nurses aides/orderlies class wanted specific vocational training to use as a stepping stone so that they would have a marketable skill to enable them to finance further education, not necessarily in that vocation. One student

aptly put it:

My family does not support me. I am going to school here so I can someday go to college and study...for now, I must go to this school to go to another school to get a degree that I really want.

Another person vividly describes how desperate the need for vocational training can become:

Before I came to (name of program) I was on welfare, just out of jail and trying to get a job. Welfare gave me a manual test and said that I qualified for Vocational Services and through them I got on to (name of program). It paid off and I felt good. I didn't want to go out and wash dishes. I wanted to get into a righteous trade, which I'm glad I did. I liked the school...I was there to learn how to weld and that's the only thing I wanted to do...I've always been from the ghetto and never tried to advance. So that's why I went there and stuck it out...I feel proud of myself.

Reasons for Learning. Participants were also asked what motivations were important to them in their pursuit of further education. Of the Santa Cruz community respondents, the two reasons most frequently indicated were, "to be better informed, gain new knowledge" (83%), and "for personal satisfaction, or happiness" (76%). (These were also the primary choices of the Field Poll respondents.) "To meet new people, get away from daily routines;" and "to improve income" were also reasons listed by more than 50% of the Santa Cruz respondents. Looking at each subgroup within the sample, the "pure" reason to be better informed or gain new knowledge was chosen by more people in each group than any other reason, topping 70% in every instance. It is also interesting that of those groups who were currently enrolled in a formal learning situation, all viewed "improving income" to be almost as important as gaining new knowledge.

The Santa Cruz leaders thought the community would be interested in additional study "for personal satisfaction or happiness" first, and "to meet new people" second, before the desire for knowledge for its own sake. The educational leaders voiced the opinion that it was hard to get good data on what people were interested in and why. One commented that one often does not know until a course is offered how it will be accepted, that "we (educators) propose; the community disposes."

In group and individual interviews, people interested in vocational training explained their interest in terms of the need for a job, and since particular programs had good job placement records, the respondents were hopeful about their own prospects. Those taking or wanting further learning in Spanish, or art, or current events for example, simply wanted to know--to learn the information and gain personal satisfaction in the process. Another interest was in practical skills for "survival," including such things as farming and gardening, nutrition, energy use, construction, health care, and recycling. Several expressed the need for further learning because they felt they had stagnated or had forgotten what they had once known. As one respondent put it:

I feel there should be a basic study course for people like myself who have had a good educational background, but have let themselves become stagnant for a number of years.

Women expressed a variety of reasons for wanting further education, including greater personal fulfillment, to become better informed, and to return to or enter job market, thereby enhancing their income possibilities.

Preferred Ways of Learning. Another questionnaire item asked people to indicate all the ways of study or learning which were

personally appropriate to them. Among the Santa Cruz respondents, more people thought "learning that combines work experience with meetings with an instructor and other students" was more appropriate than any other alternative. A large number of people also chose "on-the-job employer sponsored training," "evening classes within 5 miles from home" and "independent study in consultation with an instructor." As one might expect, the groups enrolled in vocational training courses most frequently chose the alternative that combines work experience with meetings with an instructor and students; and the UC extension students interviewed made evening classes near home and sessions held on weekends their top choices. One person reported:

The ideal situation would be a college where I could go and take classes and work at my own pace. I would prefer going to classes in the morning and spend the afternoon studying about three days a week...

Some persons expressed a preference for having a voice in their own learning process:

It is essential that students have a strong voice in who teaches and what is taught, and that teachers be able to teach, regardless of their academic qualifications or lack thereof...For other than degree-oriented education, jobs must respect other types of training. Even though many say 'or equivalent,' often only a degree is accepted.

A cosmetology student commented on part-time opportunity:

I would like to see a program available for people who work part-time. I can only attend school part-time because I work. And since I can't afford to quit, it will take me a longer time to finish than a regular student. The state only gives 40-44 weeks to finish, which is impossible for me. It would be nice if there could be a course (sic) in cosmetology offered at night.

Preferred Place of Learning. When asked where they would prefer to learn, assuming all the alternative locations were fully creditable,

more Santa Cruz respondents chose an "open college" or "free university," than any other, though an equal number did not answer this question at all, and many said their preferred location was at their place of work. The community leaders believed that an adult learning center would be most preferred by residents, with "a library, museum, YMCA, church or other community agency" second, and a community college third.

In discussion, many residents expressed little negativism concerning current institutions serving Santa Cruz, with the exception of San Jose State University. It was brought out that San Jose is "over the hill," geographically speaking, and that it was a long, difficult and dangerous drive, particularly in bad weather. Santa Cruz respondents would like to have state college or university type facilities and programs in a more accessible location. It must be realized, however, that in Santa Cruz many of the programs offered are given in a wide variety of locations; recall that the Adult Education program was delivered in 55 different locations, as a prime example. Though the UCSC campus is in Santa Cruz, it is perceived as somewhat far away, aloof, "up on the hill," and probably not as psychologically accessible to many as it is in physical actuality.

The chief reason for the choices of location on the parts of the Field Poll subjects, the Santa Cruz Phase II and Phase III groups, and all but one subgroup, was convenience. Other reasons included "programs are offered that I want," "cost," "feeling most comfortable with the people--instructors, students--there," and "enjoy studying there most."

Interest in Credit for Learning. There has been much discussion as to whether or not adults want credit for their learning experiences toward a degree or certification. The largest percentage (23% of the Santa Cruz respondents preferred "a statement of satisfactory completion" for their coursework, with "no interest in credit" second (17%), and "a certificate or license for other specific occupations" third (11%).

Those presently enrolled in a formal course were more inclined than other groups to want either a statement of completion, or a certificate or license. Many in Santa Cruz expressed, rather strongly, a need to obtain credit for their work experience or to obtain credit by examination. A sixtyish Certified Public Accountant who was required to take 80 class hours a year in subject matter related to his field in order to maintain his CPA standing, wanted to be able to apply all of that coursework in some way toward a degree, and to obtain formal credit for it. He had investigated the possibility thoroughly, and had found only one option--the extended university program at San Jose State University. However, the cost, he reported, would be over \$3,000, which he could not afford.

Cost Considerations. Such a case leads us to consider the cost of further education. In Santa Cruz 28% of the respondents were willing to pay \$30, and 27% could not afford to pay anything (of the Field Poll respondents only 8% could afford nothing). Phase II informants accurately anticipated these cost considerations in the community. As one might expect, because of the current cost of UC extension, those already enrolled in a UC extension class were willing to pay more; 58% reported willingness to pay \$60 for a three hour course. It was stated many times that there were exciting programs operating in the

area, but that a major problem was the high cost of enrolling-- particularly in State University or UC regular and extension programs.

Time Considerations. When asked how much time they would want to devote to studies, over half of both the Santa Cruz and Field Poll respondents interested in further education were willing to spend 5 to 19 hours per week, though in Santa Cruz 24% were willing to spend only five hours or less. Sixty-one percent of those participating from the UC extension class and 43% of the League of Women Voters respondents were unwilling to spend over five hours; as contrasted with zero percent of responses in that category from both the Beauty School and Penny University groups. More people by far in the Santa Cruz area talked in terms of part-time educational ventures rather than full-time, and the data support this preference.

Educational Services Desired. The AEIQ listed various services which could be provided by a comprehensive postsecondary education program. Three choices were preferred by the Santa Cruz respondents: "taking a course or other program of learning," "assessment of personal competencies," and "testing of strengths and weaknesses in various subjects." Only one of the subgroups did not have one of these three choices as their highest priority; the Drug Abuse Group felt that their greatest interest and need was in the evaluation of their non-college experiences. Interestingly enough, every category of service (excepting basic skill training) was chosen by at least 20% of all community respondents. The questionnaire data conform with the discussion group impressions in terms of expressed desire for courses and for more information about educational opportunities.

There was a felt need for counseling and assessment services in general, as well as some way to keep credits and experiences logged together over time.

Perceived Barriers to Further Education. Cost was the overriding obstacle for all respondents, statewide and locally, regardless of whether they were interested in further education or not, and regardless of whether or not they were currently enrolled in some learning endeavor. In Santa Cruz, the Phase II informants thought there would be a lack of interest in more schooling on the part of local residents (they estimated 40%), but such was definitely not the case among the people surveyed. When considered as a total group, only 7% said they were no longer interested. Virtually across the board in Santa Cruz, job responsibilities were cited as a significant reason for not enrolling, although transportation problems, scheduling problems, and courses being uninteresting or not useful were also mentioned. The League of Women Voters respondents were somewhat at variance with the other groups; cost was no problem for them, and job responsibilities were a minimal difficulty. The problem they cited most frequently was lack of energy and stamina.

Conclusions and Recommendations

How close are the realities and the ideals of postsecondary education in the community of Santa Cruz? As one might expect in this economically somewhat depressed area, high costs were a prime reality

for which there seemed to be no adequate coping mechanism. At UCSC, for example, only this year in the winter quarter did it become possible to take courses part-time toward a degree and to pay a part-time fee. At UC, as well as at San Jose State, the citizenry feels somewhat "taken," in that they must pay proportionately more per class on a part-time basis than they would as full-time students. This leads to the ancillary problem of need for more part-time learning experiences. Again, reflecting the economic realities, most Santa Cruzans must work at least part-time. Many feel that class schedules are not flexible enough and are not equitably divided between day and evening offerings. "Ideally the opportunities for individuals should allow them to complete whatever education they seek in spite of economic obstacles," said one resident. Others commented: "I am particularly interested in the open-entry--open-exit system whereby an individual is not locked into a quarter's or a semester's work schedule; the possibility of taking a class with flexible time limits has great appeal to me," and "I would really love some type of alternate way of getting a teaching credential other than attending a traditional college--I would love a university without walls that isn't expensive and that can give a California elementary teaching credential in a maximum of four years."

The UCSC Extended University program is only on a limited funding base, yet this type of effort was very frequently seen as moving in the right direction to meet the part-time flexible need. Currently, it is only possible to get part-time degrees in community studies,

environmental studies and sociology. The UC Extension program does offer part-time education; however, degree credit for those who want it and for the courses desired is often a problem, and the cost is high since Extension must be essentially self-supporting. Though Cabrillo is seen as offering more flexibility, some residents felt that classes were always too crowded and that current scheduling practices caused certain hardships. Many did feel that Cabrillo offered a similar quality of instruction to UC extension at lower cost, and with greater orientation to the needs of the community. Public transportation to both sites is in need of improvement.

One cannot legitimately say San Jose State University, the state university which is designated to serve Santa Cruz, was ill-perceived by the residents, but rather it was hardly perceived at all. As noted earlier, the distance to San Jose and the rather hazardous driving and road conditions are perceived as real barriers; very few people we spoke with were enrolled, though some had investigated the possibilities. It was stated that San Jose services Palo Alto far better than Santa Cruz. There is a need for various of the programs offered at San Jose State since there are virtually no Bachelor's or Master's programs offered in professional/vocational fields in Santa Cruz (e.g., social work, business administration, engineering, etc.).

The Adult Education program with its multiplicity of offerings, its ability and willingness to begin new courses immediately, its minimal cost, and its variety of locations seems to be meeting changing

educational needs of the community quite well, at the level at which it is targeted. The Adult School offers some vocationally oriented classes as well as many avocational ones, and enrollments in courses reportedly have a high degree of stability.

The need for better offerings in terms of professional/vocational education degree programs has already been pointed out. However, the problem is a broader one in that many people also articulated need for vocational training at less than a college degree level. Cabrillo, the Adult School, and the R.O.P. do offer such training; the quarrel seems not to be with what is offered but that there should be more of it. It should be pointed out that the R.O.P. cannot advertise that it pays the students' tuition. This information can only be communicated if a student asks a direct question; hence many students may not be enrolling who could benefit the most. There seem to be great problems in access to the apprenticeship programs, as often one must first obtain a plumbing apprentice job, for example, pay to join the union, obtain the recommendation of the union, and only then does one have access to the appropriate class. Frequently the Adult School cooperates with the unions in testing students or in certifying an instructor. Even though Cabrillo offers electrician and carpenter apprentice programs, one generally must belong to the union to qualify for the courses. Thus the unions, rather than the educational institutions, control admission into several vocational programs. When the new Educational Vocational Center is in operation, more vocational opportunities will be available. However, unless more industry moves

into the area, or more jobs become available, many trained students will be forced out of Santa Cruz into an area with a more viable labor market. Thus the money spent on vocational education in Santa Cruz will often not be returned to the community in terms of well-trained workers, because of lack of work opportunities.

There are a number of problems related to the education of women which were articulated by Santa Cruz citizens. Quality child care is an expensive and scarce service, seldom readily available to the woman with children who wishes more educational experiences. The problem is particularly severe in single parent families. The state day care centers only take children within a limited age range (2.9 to 5 years was reported). Women enrolled in the cosmetology course (which runs 40-44 weeks) reported having to spend from \$700 to \$1,000 for child care alone for the duration of the course. It was also stated on several occasions that the Welfare Department would pay for child care if an AFDC mother were attending a community college, but not if she were attending a four-year institution.

Many women in the Santa Cruz area are interested in a B.A., but cannot pursue work toward one because of the limited part-time degrees offered and the impossibility of getting a degree through extension. In addition, a significant number want a second B.A.; over the years since they were previously in college their interests have changed and they want undergraduate training in a new field. It is not easy to get a second bachelor's at UC, and it was reported by an educational administrator to be impossible at

any of the state colleges and universities.

UCSC staff seem to confirm that the older students (over 25 years of age) who are entering, whether they be women, veterans or others, tend to be economically poorer than the freshmen of traditional age. Hence cost, again, is a prime factor. Many returning students, or those entering at a later age, do not realize the educational premium placed on rapid reading and hence may need to pay out a minimum of \$75 to take a privately offered speed reading course. Some need courses to refresh their study skills and to hone their skills of synthesis, analysis and logic.

Another needed service is counseling which can provide good realistic information to help an individual define educational goals in relation to accurate expectations of different vocations and different degrees. Information on options is needed. Academic and personal counseling are wanted, especially by older students, most of whom are returning not as free agents but with home or job responsibilities to cope with as well.

The community study team was given the fall 1974 calendar of courses published by the Santa Cruz County Office of Education. It listed the offerings of the Adult Education Program, Cabrillo College, Live Oak Community School, Pajaro Valley Unified School District, Regional Occupational Program, Santa Cruz City Schools, and the University of California at Santa Cruz, in one brochure. However, it was evident that few persons in the area were aware of such a publication or had access to it. Many expressed the need to know basic information on what was offered where and for how much. The need was expressed in

terms of a brochure or booklet, as well as the desirability of a central place to go to obtain information and guidance (one informant for example, needed to know which of the several available Spanish classes would be most suitable to her particular level of fluency).

Community and educational leaders, in addition to the problems already mentioned, suggested a potpourri of others. One was that there might be a problem in the prestige or credibility of a new and different fourth segment of education statewide. Accepting lifelong education and second careers is difficult for people, especially were it to be sponsored by a segment totally unknown to them. It was often expressed by leaders and ordinary citizens that current delivery systems statewide and within Santa Cruz do have the capacity to deliver any service needed, but coordination was necessary, as was access and information as to what was available. They expressed need for some continuity in a system of learning. The need for coordinated record and data collection was voiced.

The leaders also saw problems in regulating non-public education, for the legislature cannot guarantee high standards of accreditation or quality of education on the part of those institutions it does not support financially or have the legal authority to regulate.

Problems in the use of television were discussed, especially the high cost of producing even a one-hour segment on ETV in the area. Also addressed was the need to find channels of communication for information and educational growth through routine travel routes and paths, such as disseminating information or providing counseling services in supermarkets, banks, at the welfare department, etc.

Frustration peaked at the inability to fulfill existing needs because of financial problems.

In order to reduce the needs-resources gap in Santa Cruz, a number of ideas were offered, some of which have already been outlined. Many suggestions were of a general character, rather than a specific well-thought out plan of "how to." Most informants were in agreement that improved information about available educational resources and better coordination were critically needed. If possible, a central information office or career/learning center should be set up with counselors available, well trained in occupational and vocational areas, and able to offer unbiased educational advice and assistance to anyone residing in the area. Staff would not be attached to any of the existing institutions or agencies, but perhaps supported consortium-fashion by all of them. All institutions need to become more flexible in their scheduling of classes and their fee scheduling. It should be possible to carry on a part-time learning program successfully, with dignity and reasonable ease, and with equitable cost in Santa Cruz or anywhere else.

Better location of services in Santa Cruz and transportation to existing services should be provided. Given the fact that San Jose State University is not perceived to be servicing the area well, perhaps a redefinition of service areas needs to be made, another state university assigned to service the area, or a satellite campus set up to offer the particular professional/vocational programs needed. The extended degree or Extended University programs need to be expanded. Both UCSC and the State University need to make direct efforts to improve services to the community, as both are perceived to be aloof, inflexible and far removed from the community educational interests.

Santa Cruz has a number of good educational resources, plus a congenial working group of continuing education administrators attempting to coordinate efforts and programs. It seems there is a rich variety already existing, and with enhancement of vocational and professional training opportunities, better information and counseling services, improved child care, reduced cost, greater flexibility and allowance for part-time study, it seems possible that the public and private efforts currently on-going can satisfy the needs of Santa Cruz, providing they are capable of change. If legislators and educators can liquify their categories of thought to conceive of learning with as much fluidity as a Santa Cruz gardener and janitor does when he says "(I) envision educationa and evolution as life long processes, not necessarily in institutions with classes," perhaps the needs of Santa Cruz residents can be met. A Santa Cruz bus driver's statement may capsulize the general feelings;

I am interested in support from family, friends, community state in pursuing a course of study that allows, encourages, facilitates total integration of personal as well as societal need...It means providing options and alternatives involving democratic group processes...It means self-determination and human affirmation.

SANTA CRUZ

(Data are percentages)

	FIELD CELL	COMMU- LEA- DEBS	COMMU- NITY NITY	UC EXT CLASS	NUPS- INC STU-	HEALTHY SCHOL GROUP	PENNY UNIV STU-	URLG ABUSE GACUP	LEAGUE WCH- EN VOTER
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	5	174	37	18	17	11	34	9
NUMBER RESPONDING TO QUESTIONS 3-10	618	5	160	33	17	15	10	29	7

QUESTION 2: DESIRE FOR SOME FORM OF FURTHER
LEARNING BEYOND HIGH SCHOOL IN NEXT TWO YEARS.

A. YES	59	58	89	89	64	86	91	85	78
B. NO	41	43	8	11	6	6	9	12	22
C. NO ANSWER	0	1	2	0	0	6	0	3	0

QUESTION 3: THE ONE SUBJECT, TOPIC OR SKILL
PREFERRED FOR FURTHER STUDY OR LEARNING.

A. ARTS/CRAFTS/OTHER HOBBIES	17	26	8	6	0	0	10	7	0
B. BUSINESS/PUBLIC ADMINISTRATION	11	7	4	0	0	0	0	17	24
C. CONSUMERSHIP/MONEY MANAGEMENT	2	6	3	3	0	0	0	0	29
D. EDUCATION/TEACHING	3	7	14	52	0	7	10	3	0
E. HUMANITIES	13	8	13	9	0	7	20	14	0
F. NATURAL SCIENCE	5	9	1	0	0	0	0	3	0
G. PROFESSIONS REQUIRING ADVANCED DEGREE	8	7	9	0	55	0	0	0	14
H. PSYCHOLOGY/PERSONAL DEVELOPMENT/ FAMILY LIVING	8	12	12	18	0	7	10	24	14
I. SOCIAL SCIENCES/PUBLIC AFFAIRS/ COMMUNITY PROBLEMS	7	6	9	3	0	0	10	7	14
J. VOCATIONAL SKILLS/TRADES	18	14	16	0	24	73	10	14	0
K. BASIC SKILLS	2	0	3	0	0	0	0	0	0
L. OTHER	3	0	1	0	0	0	10	0	0
M. NO ANSWER	4	1	5	9	12	7	20	10	0

QUESTION 4: REASONS FOR INTEREST IN FURTHER
LEARNING.

A. MEET NEW PEOPLE, GET AWAY FROM DAILY ROUTINES	34	40	56	42	76	67	50	41	57
B. TO WORK TOWARD A DEGREE	28	8	41	33	65	47	60	34	29
C. TO BE BETTER INFORMED, GAIN NEW KNOWLEDGE	69	33	83	85	82	60	50	72	100
D. PERSONAL SATISFACTION, HAPPINESS	66	61	76	70	76	60	80	72	86
E. TO BE A BETTER PARENT, HUSBAND OR WIFE	22	19	26	27	35	7	40	38	29
F. TO DEAL MORE EFFECTIVELY WITH PERSONAL SITUATIONS, PROBLEMS	36	33	49	45	55	27	60	48	43
G. TO LEARN HOW TO SOLVE COMMUNITY PROBLEMS	27	22	44	27	47	7	70	41	71
H. TO IMPROVE INCOME	44	29	53	73	76	80	60	28	14
I. TO PREPARE FOR A JOB	42	17	49	39	76	60	50	45	43
J. FOR A JOB REQUIREMENT, TO PERFORM THE JOB BETTER	35	15	38	55	41	53	40	45	14
K. OTHER	1	0	11	3	0	7	0	21	14
L. NO ANSWER	0	0	0	0	0	0	0	0	0

	FIELD POLL	COMMU- NITY LEA- DERS	TOTAL COMMU- NITY	UC EXT CLASS	NURS- ING STU- CENTS	BEAUTY SCHOOL GROUP	PENNY UNIV STU- DENTS	DRUG ABUSE GROUP	LEAGUE WOM- EN VETER
NUMBER RESPONDING TO QUESTIONS 1-2, 11-18	1048	5	179	37	18	17	11	34	9
NUMBER RESPONDING TO QUESTIONS 3-10	618	5	160	33	17	15	10	29	7

QUESTION 5: WAYS OF LEARNING THAT ARE PERSONALLY APPROPRIATE.

A. ON-THE-JOB TRAINING - EMPLOYER SPONSORED	38	11	54	64	59	60	50	69	14
B. ON-THE-JOB TRAINING - UNION SPONSORED	13	6	17	15	24	7	30	10	0
C. LEARNING THAT COMBINES WORK EXPERIENCE MEETING WITH INSTRUCTOR	29	19	61	58	88	80	40	55	29
D. CONVENTIONAL CLASSES DURING DAY AT NEAREST COLLEGE CAMPUS	36	30	31	6	55	33	30	14	86
E. CONVENTIONAL CLASSES DURING EVENING AT NEAREST COLLEGE CAMPUS	43	28	46	48	47	20	30	41	71
F. DAY CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	25	39	33	18	71	40	14	24	43
G. EVENING CLASSES AT LOCATION WITHIN FIVE MILES FROM HOME	34	26	54	73	47	20	50	48	43
H. SESSIONS HELD ON WEEKENDS	16	20	41	70	25	33	30	34	29
I. COURSES USING TV, AT HOME OR WITHIN FIVE MILES OF HOME	18	22	34	24	35	27	30	34	29
J. INDEPENDENT STUDY IN CONSULTATION WITH AN INSTRUCTOR	32	16	53	33	55	47	60	52	86
K. CORRESPONDENCE STUDY AT HOME	13	10	18	9	24	13	20	31	29
L. PRIVATE LESSONS	15	9	22	6	12	20	20	24	43
M. OTHER	2	0	8	6	12	0	10	3	14
N. NO ANSWER	1	0	0	0	0	0	0	0	0

QUESTION 6: PREFERRED PLACE FOR LEARNING.

A. AT HOME, THROUGH TELEVISED OR CORRESPONDENCE COURSES	7	10	8	6	0	13	20	10	0
B. AT PLACE OF WORK	8	14	14	21	24	13	10	17	0
C. WITH PRIVATE TUTOR	3	11	4	0	0	7	0	7	0
D. AT AN "OPEN COLLEGE" OR "FREE UNIVERSITY"	9	15	16	9	12	13	30	17	0
E. AT A LIBRARY, MUSEUM, YMCA, CHURCH OR OTHER COMMUNITY AGENCY	2	19	4	3	0	0	10	7	0
F. AT AN ADULT LEARNING CENTER WITHIN FIVE MILES OF HOME	13	22	9	6	24	0	0	3	0
G. A HIGH SCHOOL	2	10	1	0	0	0	0	0	0
H. A PRIVATE VOCATIONAL, TRADE OR BUSINESS SCHOOL	4	5	4	0	6	27	0	0	0
I. A COMMUNITY OR JUNIOR COLLEGE CAMPUS	18	16	11	24	12	20	0	7	14
J. A PRIVATE COLLEGE OR UNIVERSITY	4	5	1	0	0	0	0	7	0
K. A STATE UNIVERSITY OR COLLEGE CAMPUS	18	9	1	0	0	0	0	0	14
L. A UNIVERSITY OF CALIFORNIA CAMPUS	8	9	4	12	0	0	0	0	14
M. OTHER	1	0	8	0	12	7	20	0	29
N. NO ANSWER	3	1	16	18	12	0	20	24	29

	FIELD POLL	COMMU- NITY LEA- DEKS	TOTAL COMMU- NITY	UC EXT CLASS	NURS- ING STL- CENTS	BEAUTY SCHOOL GROUP	PENNY UNIV. STU- CENTS	DRUG HOUSE GROUP	LEAGUE WCH- EN VCTER
NUMBER RESPONDING TO QUESTIONS 1,2, 11-18	1048	5	179	37	18	17	11	34	9
NUMBER RESPONDING TO QUESTIONS 9-10	610	5	160	33	17	15	10	29	7

QUESTION 8: INTEREST IN WHAT KIND OF DEGREE OR CERTIFICATE.

A. NOT INTERESTED IN ANY FORM OF ACADEMIC CRED?	37	45	17	6	12	7	40	14	29
B. A STATEMENT OF SATISFACTORY COMPLETION OF COURSE	12	14	23	30	24	7	5	28	14
C. A PUBLIC SCHOOL CREDENTIAL	5	5	8	21	0	0	20	7	0
D. CERTIFICATE OR LICENSE FOR OTHER SPECIFIC OCCUPATION	8	8	11	0	18	53	10	14	0
E. AA, ASSOCIATE OF ARTS, COMMUNITY COLLEGE DEGREE	5	8	5	3	6	13	0	7	0
F. BA, BACHELORS, FOUR-YEAR COLLEGE DEGREE	14	11	6	0	12	0	0	10	0
G. MA, MASTERS DEGREE	9	7	9	18	7	0	0	10	29
H. GRADUATE OR PROFESSIONAL DEGREE	7	5	8	6	12	7	20	3	14
I. OTHER DEGREE OR CERTIFICATE	1	0	9	6	18	13	0	7	14
J. NO ANSWER	3	0	4	9	0	0	10	0	0

QUESTION 9: HIGHEST AMOUNT OF MONEY WILLING TO PAY FOR A THREE-HOUR-PER-WEEK COURSE.

A. CAN'T AFFORD TO PAY ANYTHING	8	37	27	3	29	33	60	48	14
B. \$30	36	20	29	15	47	47	30	17	43
C. \$60	15	18	21	58	6	0	0	10	14
D. \$90	10	11	8	15	6	7	0	7	0
E. \$120	1	9	4	0	0	7	0	3	14
F. \$150	3	5	1	0	0	0	0	3	0
G. \$180 OR MORE	8	3	4	0	6	0	10	7	14
H. NO ANSWER	1	0	7	9	6	7	0	3	0

QUESTION 10: NUMBER OF HOURS PER WEEK WILLING TO SPEND ALTOGETHER ON STUDIES.

A. 5 HOURS OR LESS PER WEEK	16	30	24	61	6	0	0	14	43
B. 5-9 HOURS	26	19	26	21	18	27	50	31	29
C. 10-19 HOURS	27	16	23	6	29	13	20	41	0
D. 20-29 HOURS	14	14	12	3	6	27	0	10	14
E. 30-39 HOURS	4	11	4	0	18	0	0	3	14
F. 40 HOURS OR MORE	8	8	9	3	24	33	30	0	0
G. NO ANSWER	0	0	2	6	0	0	0	0	0

	FIELD CELL	CCPMU- LEA- ITY	TOTAL COMMU- ITY	UC EXT CLASS	NURS- ING STU- DENTS	BEAUTY SCHOOL GROUP	PENNY UNIV STU- DENTS	DRUG ABUSE GROUP	LEAGUE WCM- EN VOTER
NUMBER RESPONDING TO QUESTIONS 1, 2, 11-18	1048	5	179	37	18	17	11	34	9
NUMBER RESPONDING TO QUESTIONS 3-10	618	5	130	33	17	15	10	29	7

QUESTION 11: INTEREST IN USING VARIOUS
EDUCATIONAL SERVICES.

A. TAKE A COURSE OR OTHER PROGRAM OF LEARNING	26	47	48	49	44	41	64	26	44
B. RECEIVE TRAINING IN BASIC SKILLS	9	10	14	3	44	24	9	6	0
C. USE LOCATION AS A PLACE TO STUDY	10	11	23	14	28	41	27	10	11
D. DISCUSS EDUCATIONAL/CAREER PLANS WITH STAFF MEMBER	11	15	28	16	50	29	27	29	11
E. PERSONAL COUNSELING	13	20	26	11	50	29	36	32	11
F. OBTAIN INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES IN REGION	15	38	30	19	56	35	36	2	11
G. EVALUATION OF NON-COLLEGE EXPERIENCES	9	15	26	19	44	18	18	38	11
H. TESTING TO OBTAIN ADVANCED STANDING IN A PROGRAM OF STUDIES	11	9	21	11	22	35	27	15	22
I. TESTING OF STRENGTHS AND WEAKNESSES IN VARIOUS SUBJECTS	20	12	28	5	67	47	18	32	22
J. ASSESSMENT OF PERSONAL COMPETENCIES	20	24	37	35	35	59	9	29	44
K. PUTTING TOGETHER A RECORD OF ALL MY EDUCATIONAL WORK	11	15	23	24	28	18	18	24	11
L. WOULD NOT BE INTERESTED IN USING ANY OF THESE SERVICES	39	23	14	16	22	6	9	15	33
M. NO ANSWER	1	0	3	3	0	6	0	6	0

QUESTION 12: IMPORTANT REASONS FOR NOT ENROLLING
IN SOME KIND OF STUDY IN NEXT TWO YEARS.

A. COST	30	45	55	57	67	76	64	62	0
B. NO COLLEGE CLOSE BY OFFERING THE COURSES I WANT	10	22	19	32	28	12	18	9	11
C. COURSES AVAILABLE DON'T SEEM USEFUL OR PRACTICAL	9	22	17	24	17	12	55	6	0
D. COURSES AVAILABLE NOT INTERESTING	8	22	14	22	6	12	36	3	0
E. COURSES I WANT ARE NOT SCHEDULED WHEN I CAN ATTEND	18	28	22	32	22	24	18	0	33
F. HOME RESPONSIBILITIES	27	31	27	19	28	29	36	35	33
G. JOB RESPONSIBILITIES	21	33	41	41	33	29	36	56	11
H. TRANSPORTATION PROBLEMS	10	26	16	8	28	24	18	26	0
I. CHILD CARE PROBLEMS	13	18	15	3	17	24	27	18	35
J. DON'T KNOW HOW TO GET ENROLLED	2	22	7	0	6	18	9	6	0
K. TEACHERS WOULD NOT UNDERSTAND MY CULTURE AND LEARNING NEEDS	2	7	10	0	11	6	27	15	0
L. NO REASON FOR MORE EDUCATION	8	24	3	0	0	0	9	0	22
M. NOT ENOUGH ENERGY OR STAMINA	11	31	11	8	0	18	18	9	44
N. PROBABLY COULD NOT DO THE WORK	4	20	3	0	0	6	9	6	0
O. TOO OLD TO GO BACK TO SCHOOL	15	21	3	0	6	0	0	3	11
P. NO LONGER INTERESTED IN MORE SCHOOLING	23	40	8	3	0	6	9	12	22
Q. OTHER REASON	7	1	8	5	11	0	0	9	22
R. NO ANSWER	1	1	7	11	0	6	0	6	0

APPENDIX A. COMMUNITY REPRESENTATIVES INVITED TO PHASE II MEETINGS

AUBURN

Donald Alexander
Bureau of Reclamation

Terry Ashford
Auburn Recreation District

Edna Ayres
Auburn Museum

Helen Bale, Editor
Auburn Journal

Walter Barnes
Postmaster
U.S. Post Office

Martin Bauman
Assistant Superintendent
Placer County Office of Education

Mr. Donald Benedetti
Placer County Personnel Department

Alfred Bernard
Senior Citizens Club

Reverend R. Brennan
St. Joseph's Catholic Church

Richard Dorf
Dean, Extension Division
University of California
Davis

David Echols
Placer County Welfare Department

Harold R. Gein
Assistant Superintendent
Placer Joint Union High School District

William Grant
General Manager
Placer Joint Union High School District

Joseph Hammel
Dean of the Evening School
Sierra College
Rocklin

Perry Johnson
Pacific Telephone and Telegraph Co.

William Mason
Regional Director
Cooperative Extension Service

Mrs. Vi Messner, Director
Placer, Nevada, El Dorado A.S.C.S.
Office

Robert Metzger
Pacific Gas and Electric Co.

Robert Roesner
Employment Development Department

Dorothy Sanborn
Auburn-Placer County Library

John Sellers
Director
Regional Occupational Program

Mary Stevens, President
American Association of University
Women

Frank Strong
Training Officer
Placer County Personnel Department

Donald Walker, Vice-President
Central California Savings and Loan

Rev. Ron Westerman
Minister
First Congregational Church

BAKERSFIELD

Lee Anderson
Director
City Recreation Department

Oscar J. Anthony
Mexican-American Opportunity
Foundation

Ralph Anthony
Friendship House Community
Center

Richard Bailey
Kern County Museum

Harry Blair
Superintendent of Schools
Kern County

Robert Brooks
Office of Economic Opportunity

Robert Carter
Plumbers and Steamfitters
Local No. 460

Timothy Christensen
Kern Manpower Development

William Conklin
Personnel Director
Tenneco Oil Company

Ray Dezember
American National Bank

Roy Dull
Dean, Continuing Education
California State College, Bakersfield

John Ebert
Carpenter's Local No. 743

John W. Ellison
St. Paul's Episcopal Church

Al Engl
International Brotherhood of Electrical
Workers Local 428

Donald Fritts
Publisher
Bakersfield Californian

Joseph Gannon
Gannon Enterprises

K. R. Green
Director of Personnel
Sears, Roebuck, and Company

Richard Harkins
Dean, Continuing Education
Bakersfield College

Grant Hensen
Assistant Superintendent
Kern County High School District

John C. Maxwell
Director, University Extension
University of California at Santa
Barbara

Mrs. Lois C. McGee
County Librarian
Kern County Library

Walter Niebel
Kern County Welfare Department

Mrs. Gloria Runyan
UC Farm and Home Adviser

Ben Sacco
Sierra Bag Co.

Edward D. Viotor
Employment Development Department

Wallace Webster
Director, Adult Education
Bakersfield Adult High School

Richard Weigelt
Director
Regional Occupation Program

EUREKA

Gary Blatnick
Open Door Clinic
Arcata

James Brown, Pastor
First Presbyterian Church

Ray Cameron, Director
Humboldt Regional Occupational
Program

Dale Collins
Dean of Community Services
College of the Redwoods

William Cranford
Employment Development Department

W. D. Cunningham
Program Development Specialist
College of the Redwoods

G. Allen Davis
Education Section
Pacific Gas and Electric Company

David Duran
Adult Education
McKinleyville High School
McKinleyville

Carl Ekkas, Director
Clarke Memorial Museum

Ivan Frazier
Humboldt Medical Center

Charles Helgeman
Agricultural Extension Service

Robert L. James
Arcata

Ward Johnson, Director
Station KEET-TV

Robert G. Lake, Jr.
Coordinator of Ethnic Studies
Humboldt State University
Arcata

James Marshall, Education Writer
Humboldt Times Standard

William McHugh, President
Central Labor Council of
Humboldt County

James Moore
Humboldt County Welfare Department

William Myers
Division of Apprentice Standards
Department of Industrial Relations

James Nealis, Director
Chamber of Commerce

Jack Norton
Native American Studies Program
Humboldt State

Donald Quinn
Senior Citizens spokesman

Manual Simas, Personnel Director
Louisiana Pacific Corporation

Jack Smith, Social Worker
Humboldt County Welfare Department

Newton Steward
Vice President, Public Affairs
Station KIEM-TV

Kenneth Stodder, Principal
Eureka Adult School

George Walker
Assistant Dean of Continuing Education
Humboldt State University
Arcata

Evanne Wheeler
County Librarian

Daniel White, Personnel Director
Simpson Timber Company
Arcata

CENTRAL LOS ANGELES

Mrs. Adler
Cahuenga Branch Library

Alfred R. Aguero

Ms. Visitacion Bayan
Asian American Commission

Prodromos Mike Begakis
Ambassador Hotel

Ms. Helen Berger, Librarian
Felipe de Neve Branch Library

Winston Bowen
Pacific Telephone Co.

Ed Brierly
Echo Park Recreation Center

Mrs. L. Card, Principal
Hollywood Community Adult School

Larry Cooper
San Marino

Merle Demroff
State of California
Department of Transportation

Ron Dyste, Coordinator
New Directions Program
Los Angeles City College Community Services

Rev. R. F. Edgar
Rosewood Methodist Church

Mrs. Rena Everly, Principal
Rosemont Elementary School

Mr. J. Folsom
Indian Center

Mr. John Gamboa

Rev. Mary A. Geier, Community Services
Los Angeles City College

Rev. Demetri Gesetti
Robinson Center

Ms. J. Goldner
Echo Park Library

Mrs. Sylvia Gonzales
Echo Park Community Services Center

Ms. Evelyn Gratts

Ms. Diane Haak
Lafayette Park Senior Citizens Center

Robert Hammond
Security Pacific Bank

Rev. Burley Howe
Echo Park Methodist Church

Joe Kellam, City of Los Angeles
Department of Water and Power

Rev. Frank Kelly
St. Athanasius Church

Yong Kim
Asian American Commission

Ms. Tilda King

Mrs. Keith LeBorg

Herbert Leong
Chairman, Asian American Commission

C. M. Mortensen, Principal
Virgil Junior High School

Mrs. K. Matthews, Principal
Alexandria Street School

Ernest Naumann, Principal
Belmont High School

Lt. J. Page, Community Relations
Los Angeles Police Department

Mr. Eldridge Reese
Pacific Palisades

Ms. Mary Lee Shon
Asian American Commission

John Song
Asian American Commission

Mr. Gayle Taylor
Taylor's Pharmacy

Tony Trias
Asian American Commission

Jess I. Trompeta
Asian American Commission

Ms. Dorothy Ventura

Claude Ware, Assistant Dean of
Community Services
Los Angeles City College
Altadena

William Satanabe
Agape Fellowship Center

Donald Watson
Children's Hospital

Mr. and Mrs. Weseloh
Virgil Junior High School Advisory Council

Ms. Elsie Withey

Mrs. Yap
Filipino-American Community Center

NORTH OAKLAND

John Christensen
Educational Committee
Chamber of Commerce

Charles Duffy
Dean of Extended Day
Laney College

Leo Fancey
Administrative Services Coordinator
Oakland City Library

Richard Groux
Central Labor Council AFL-CIO

Richard Highsmith
Administrator
Merritt Hospital Nursing Education
Program

Patricia Holston
Director
North Oakland Cultural Arts Center

Forrest Meyer
Director of Extension
California State University, Hayward

Rev. C. B. Murray
North Oakland Ministerial Alliance
North Oakland Baptist Church

Jerry Rendall
National Alliance of Businessmen

Leslie Sauer
Senior Action Project Director
Social Service Bureau of the East Bay

Milton Stern
Dean, University Extension
University of California, Berkeley

John Streetz
Dean of Students
College of Arts and Crafts

Peggy Voulkos
Assistant to the Recreation Services
Manager
Office of Parks and Recreation

Richard Wenstrom
Vocational Education Regional Office

Robert Williams
Director, Pupil Personnel and Adult
Education
Oakland Public Schools

Sister Irene Woodward
President
Holy Names College

NORTHRIDGE / CHATSWORTH

Diana Bichler
Deputy Regional Services Administrator
Bureau of Social Services
Los Angeles County
Pacoima

Judy Borden, President
American Association of University Women
Encino

Janet Brady, R.N.
Director of Education
Northridge Hospital

Vicki Brumagin, Manager
Employment & Organizational Development
R.C.A.

Maria Calderon
Assoc. Project Coordinator
San Fernando Valley Health Consortium
Granada Hills

Robert Chase
William Norland
Los Angeles Pierce College
Woodland Hills

Mrs. Jeanne Davis, President
Northridge Woman's Club

Doris Dosser
Public Library

Willard Edwards
Dean of Extension
Calif. State University, Northridge

Phillip E. Frandson
Dean, UCLA Extension Division
Los Angeles

Jack Goldowitz, Director
North Valley Jewish Community Center
Granada Hills

William L. Kennedy, Principal
Reseda Community Adult School
Reseda

Jackie Lothridge
Litton Industries, Encoder Division

Mrs. Ruth McHugh
The Northridger

Rod McKenzie
Director of Personnel
Custom Component Switches

Patricia McNeil
31st District PTA
Woodland Hills

Joan Newberg, President
Alliance of Calif. Arts Councils

J. William Oldencamp
Teledyne Systems Company

William Parkins
Atomics International
Canoga Park

Jack E. Perry, Principal
El Camino Real Community Adult School
Woodland Hills

Joy Pleus
Jewish Federal Area Council
Van Nuys

Lila Schepler
Chatsworth Historical Society

Olga Singer, Supervisor
Los Angeles Recreation Centers
Reseda

James R. Wall, Principal
West Valley Occupational Center
Woodland Hills

Sheelagh Watts, Reporter
Van Nuys News & Green Sheet

Russell Smith, Personnel Director
Riker Laboratories Inc.

Nancy Valentino, Manager
California State Employment Development
Canoga Park

Lorraine Waugh
Public Library

SANTA CRUZ

Charles Atkins
Head Librarian
Santa Cruz Public Library

Nick Bosworth
Chairman, Association of Churches
Morello Preparatory School

Leo A. Cattani
Personnel Manager
Thomas J. Lipton, Inc.

Herman Cornell
Carpenter's Local 771
Watsonville

Howard Crampton
Vocational Counselor
State Employment Service

Lawrence Edler
Director, Regional Occupation Program
Santa Cruz County Office of Education

Daniel H. Fillmore
Director
Senior Activities Center Program

Jack Gielmetti, Personnel Manager
Watkins-Johnson Company
Scotts Valley

Kester Krieg
Manager
Teleprompter of Santa Cruz

Robert Lee
Assistant Director
County Parks and Recreation Department

Orville Lindquist
Principal
Santa Cruz Adult Education.

Thomas O'Leary
Chamber of Commerce Educational
Committeeman

Andrew J. Poulos
Personnel Director
Pacific Plantronics, Inc.

Charles Prentiss
Curator
Santa Cruz City Museum

Garn Pringle
Personnel Director
William Wrigley Company

Lillian Rose

Fred Rule
Santa Cruz Building Trades
Plumbers and Fitters Union 365

Mark Seamark
Community School Director
Live Oak School District

Danette Shoemaker
Santa Cruz City Recreation Department

Beatrice Siegel
University Extension
University of California, Santa Cruz

Jack Snyder
Dean of Occupational and Continuing Ed.
Cabrillo College, Aptos

Robert Soderholm
Director
Educational Services
Santa Cruz City School District

Dr. Frank Willey
Director, Extension Services
San Jose State University
San Jose

John Zehner
Vocational Service Counselor
Santa Cruz Welfare Department

APPENDIX B. INVITATION TO PHASE II MEETING

EDUCATIONAL TESTING SERVICE

BERKELEY OFFICE

1947 Center Street
Berkeley, California 94704
Area Code: 415 849-0950

November 4, 1974

Mr. Leo A. Cattani
Personnel Manager
Thomas J. Lipton, Inc.
2200 Delaware Avenue
Santa Cruz, CA 95060

Dear Mr. Cattani:

We wish to invite you, together with several other community leaders from Santa Cruz, to meet with staff of our "Postsecondary Alternatives" project on Thursday, November 14th. Our purpose is to discuss existing and future needs for postsecondary education, and to gather ideas for fulfilling these needs.

The State Legislature, through its Joint Committee on Postsecondary Education, has commissioned us to study California's need for new educational services and to recommend organizational arrangements for meeting these needs. As a major part of our state-wide project, we plan to analyze the existing educational needs and resources in Santa Cruz and seven other California communities, and we need your guidance in beginning this analysis. I am enclosing a statement from the Joint Committee that explains the background of the study.

Our morning discussion at 10 AM on November 14 will bring together several leaders from Santa Cruz's educational and cultural organizations. Our afternoon session at 2 PM will involve officials from local government and industry. Both meetings will be held at the Santa Cruz City Museum, 1305 E. Cliff Drive in Santa Cruz. We hope you or your designee can join us for the afternoon meeting.

The questions we intend to focus on during each meeting are given on the attached sheet. We realize that all of these are exceedingly large and complex issues, and agreement or consensus at the end of the sessions is not expected. We are seeking, instead, a diversity of perspectives--a range of observations, insights and ideas about Santa Cruz's educational needs and resources--that we could gain in no other way.

If you wish to write out brief statements in response to any of the eight sets of questions, we would be glad to have them. We would also welcome copies of published descriptions (brochures, etc.) of educational programs available to Santa Cruz citizens.

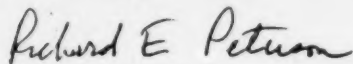
The jumping-off point for each meeting will be the Adult Educational Interests Questionnaire (enclosed). We hope you can find the time to jot down on the form your estimates of the educational interests of Santa Cruz citizens and bring it to the meeting.

On December 2-5 we plan to follow up our meeting with you by meeting with a number of groups of adults in Santa Cruz--such as employees of local businesses or industries, or members of community organizations or churches--to talk directly with potential consumers of new programs. To this end, we hope some of you can help us arrange to meet with groups of individuals in or served by your respective organizations. These meetings, which would ideally include 20 to 30 people and run about an hour, may be scheduled at any time during the day or evening on December 2nd through December 5th. We would welcome having specific dates and times for any such sessions at our meeting on the 14th.

We look forward to meeting you and learning from you on November 14th. Come prepared to think broadly and boldly. The article by my colleague, K. Patricia Cross, on the "Learning Society" gives some notion of the possibilities open to us.

If you have questions about this meeting, please feel free to call me or my assistant, Pamela Roelfs, in Berkeley at (415) 849-0950.

Sincerely,



Richard E. Peterson
Project Director

REP/jlj

Enclosures

QUESTIONS FOR DISCUSSION DURING PHASE II MEETINGS

Morning session

1. What are the present educational interests of adults in Santa Cruz, and what difficulties, if any, may they be encountering in attempting to realize their educational aspirations?
2. What postsecondary programs currently exist in Santa Cruz? Taken together, what are the limitations, if any, of the existing programs? What groups of people in the city are not being adequately served?
3. Given the present organization of postsecondary education in California, what problems can be foreseen in implementing new programs, especially in off-campus settings, in the near future?
4. What kinds of programs will most effectively meet the educational needs of Santa Cruz in 1985? What kinds of programs can be conceived that could help individuals to live productive and satisfying lives in 1985? What initiatives, if any, should the state take?

Afternoon session

1. Same as (1) above.
2. What programs currently exist for in-service training of employees in governmental and industrial organizations--operated either entirely by the organization, or in cooperation with an educational institution? What are the limitations, if any, of existing employer-based programs?
3. What new forms of employer-educator cooperation may be desirable? What new approaches to "earn-learn" are conceivable? What is the appropriate division of labor? For example, should the schools "educate" and the employers "train"?
4. What are the needs for trained manpower in the Santa Cruz area? What competencies should graduates possess--e.g., specialized skills, liberal arts background, communication skills, interpersonal competencies, etc.? What changes are likely to occur over the next ten years? What initiatives, if any, should the state take?

APPENDIX C. ADULT EDUCATIONAL INTERESTS QUESTIONNAIRE, ENGLISH VERSION

This questionnaire has to do with your possible interest in further education for yourself--education that could help you in your job, or in other ways help make your life more satisfying or productive.

1. First, are you in fact engaged at the present time in any kind of education beyond high school? (Check one.)

A. ☐ No	B. ☐ Yes, as a full-time student
C. ☐ Yes, part time (at least one course)	

2. Within the next two years, would you like to engage in some form of further learning beyond high school--for example, take a course or begin a program of learning, either for credit or not for credit? (Check one.)

A. ☐ Yes	B. ☐ No (skip to question 11)
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3. What is the one subject, topic or skill that you would like to study or learn more about? (Check the one category that best describes your subject interest.)

A. ☐ Arts, crafts, other hobby	F. ☐ Natural sciences
B. ☐ Business, public administration (all aspects)	G. ☐ Professions requiring an advanced degree
C. ☐ Consumership, money management	H. ☐ Psychology, personal development, family living, etc.
D. ☐ Education, teaching	I. ☐ Social sciences, public affairs, community problems
E. ☐ Humanities (literature, philosophy, history, etc.)	J. ☐ Vocational skills, trades

4. For what reasons are you interested in further learning? From the list below, check all the reasons that you would consider important in your decision to pursue further education. (Check all that apply.)

A. ☐ Meet new people, get away from daily routines, get involved in something new	
B. ☐ To work toward a degree (to resume college work that was interrupted, for example)	
C. ☐ To be better informed; gain new knowledge; cultural enrichment; etc.	
D. ☐ Personal satisfaction, personal happiness	
E. ☐ Be a better parent, husband or wife	
F. ☐ To deal more effectively with personal situations and problems	
G. ☐ To learn more about how to solve community problems or to bring about change in the community	

- H. ☐ To improve income
- I. ☐ To prepare for a job (or a new job)
- J. ☐ Job requirement, to perform the job better, to obtain a promotion
- K. ☐ Other (specify) _____
5. As you know, there are a number of ways people can study or learn. In view of your work and family commitments, life style and so forth, which of the following ways are appropriate for you? (Indicate all that are suitable.)
- A. ☐ On-the-job training - employer sponsored
- B. ☐ On-the-job training - union sponsored
- C. ☐ Learning that combines work experience with meetings with an instructor and other students
- D. ☐ Conventional classes, during the day, at the nearest college campus offering the courses you want
- E. ☐ Conventional classes, during the evening, on the nearest college campus offering the courses you want
- F. ☐ Day classes at a location within five miles of your home
- G. ☐ Evening classes at a location within five miles of your home
- H. ☐ Sessions held on weekends (at a convenient location)
- I. ☐ Courses using television, either at your home or at a location within five miles of your home, with periodic meetings with an instructor
- J. ☐ Independent study and/or projects, in consultation with an instructor at a convenient time and place
- K. ☐ Correspondence study at home
- L. ☐ Private lessons
- M. ☐ Other (specify) _____
6. There are many places people can go to study or learn. Where would you most prefer to engage in a program of learning? Assume that all the locations listed below are fully creditable toward a college degree, or for satisfying whatever reasons you have for pursuing further learning. Check the one institution or location you would most prefer. (Check only one.)
- A. ☐ At home, through televised or correspondence courses
- B. ☐ At your place of work
- C. ☐ With a private tutor
- D. ☐ At an "open college," "university without walls" or "free university" (for which fees generally are charged and where degrees may be obtained)

- E. ☐ A library, museum, YMCA, church, or other community agency
- F. ☐ An adult learning center that would be located within five miles of your home
- G. ☐ A high school
- H. ☐ A private vocational, trade or business school
- I. ☐ A community or junior college campus
- J. ☐ A private college or university
- K. ☐ A State University or College campus
- L. ☐ A University of California campus
- M. ☐ Other (specify) _____

7. What is the chief reason for your choice of location for further study, as indicated in the previous question? (Check only one.)

- A. ☐ Convenience
- B. ☐ Programs are offered that I want
- C. ☐ Prestige of the institution
- D. ☐ Cost
- E. ☐ Will be most comfortable with the people--instructors, students--there
- F. ☐ Will generally enjoy studying there the most
- G. ☐ Other (specify) _____

8. Would you want to earn credit toward a degree or certificate for the study you are interested in doing? If so, what kind of degree or certificate? (Check only one.)

- A. ☐ None, not interested in any form of academic credit
- B. ☐ A statement of satisfactory completion of the course or program, e.g., for possible use in job advancement
- C. ☐ A public school credential (teaching, counseling, special education, etc.)
- D. ☐ Certificate or license needed for other specific occupation (beautician, electrician, real estate salesperson, etc.)
- E. ☐ AA, Associate of Arts, community college degree
- F. ☐ BA, Bachelors, four-year college degree
- G. ☐ MA, Masters degree
- H. ☐ Graduate or professional degree (Ph.D, MD, law degree, etc.)
- I. ☐ Other degree or certificate (specify) _____

9. What is the highest amount of money you would be willing to pay for a course you want that meets three hours per week for a semester (roughly four months), or for some other educational activity that provides three units credit? (Check the one closest amount.)
- A. ☐ Am unable to pay anything for further education
 - B. ☐ \$30
 - C. ☐ \$60
 - D. ☐ \$90
 - E. ☐ \$120
 - F. ☐ \$150
 - G. ☐ \$180 or more
10. About how many hours per week altogether would you want to devote to your studies (class time, homework, travel, and so forth)?
- A. ☐ 5 hours or less per week
 - B. ☐ 5- 9 hours
 - C. ☐ 10-19 hours
 - D. ☐ 20-29 hours
 - E. ☐ 30-39 hours
 - F. ☐ 40 hours or more
11. Listed below are various services that could be provided by a comprehensive adult education program. Which of the services below do you think you would be interested in using if the location were convenient and fees low? (Check all that apply.)
- A. ☐ Take a course or other program of learning
 - B. ☐ Receive training in basic skills--reading, writing, basic arithmetic
 - C. ☐ Use the location as a place to study
 - D. ☐ Discuss educational and/or career plans with a staff member
 - E. ☐ Personal counseling
 - F. ☐ Obtain information about educational opportunities in the region--where to find courses; how to use libraries, museums, etc.; where to take equivalency exams; and so forth
 - G. ☐ Evaluation of non-college experiences--on the job or in the military, for example--for possible credit toward a degree
 - H. ☐ Testing to obtain advanced standing in a program of studies
 - I. ☐ Testing of strengths and weaknesses in various subjects or skills
 - J. ☐ Assessment of personal competencies--personal growth, potential for living a more productive life, and so forth

K. ☐ Putting together and maintaining a record (like a transcript) of all my educational work (from all schools I may have attended), and perhaps all my job experiences.

L. ☐ Would not be interested in using any of these services

12. What are likely to be important reasons why you might not enroll in some kind of study in the next two years? In the list below, indicate any factors that might prevent you from pursuing further education for yourself. (Check all that apply.)

A. ☐ Cost (fees, books, transportation, and so forth)

B. ☐ No college close by offering the courses I want

C. ☐ Courses available generally don't seem useful or practical

D. ☐ Courses available are not interesting to me

E. ☐ Courses I want are not scheduled when I can attend

F. ☐ Home responsibilities

G. ☐ Job responsibilities

H. ☐ Transportation problems

I. ☐ Child care problems

J. ☐ Don't know how to get enrolled, how to get information, and so forth

K. ☐ Teachers would not understand my culture and my learning needs and problems

L. ☐ No reason or incentive for further education; further learning would not help me all that much

M. ☐ Not enough energy or stamina

N. ☐ A feeling that I probably could not do the work

O. ☐ A feeling that I am too old to go back to school

P. ☐ Am simply no longer interested in any more formal schooling

Q. ☐ Other reason (specify) _____

*

*

*

Background questions

13. What is your age?

A. ☐ 20 years or youngerE. ☐ 50-59 yearsB. ☐ 21-29 yearsF. ☐ 60-69 yearsC. ☐ 30-39 yearsG. ☐ 70 or overD. ☐ 40-49 years

14. Your sex:

A. ☐ MaleB. ☐ Female

15. Race:

A. ☐ White, CaucasianD. ☐ Mexican, Latin American,
ChicanoE. ☐ Black, NegroE. ☐ Other _____C. ☐ Oriental, Asian

16. Last grade completed in school:

A. ☐ 8th grade or lowerE. ☐ 3 years collegeB. ☐ 9th - 11thF. ☐ Completed collegeC. ☐ 12th (completed high school)G. ☐ College advanced degreeD. ☐ 1 - 2 years college, business
or technical schoolH. ☐ Other _____

17. Your occupation:

Type of work: _____

Employer: _____

18. Total family income:

A. ☐ Under \$3,000E. ☐ \$10,000 - \$14,999B. ☐ \$3,000 - \$4,999F. ☐ \$15,000 - \$19,999C. ☐ \$5,000 - \$6,999G. ☐ \$20,000 and overD. ☐ \$7,000 - \$9,999

Additional comments about your educational interests:

APPENDIX D. ADULT EDUCATIONAL INTERESTS QUESTIONNAIRE, SPANISH VERSION

Este cuestionario tiene que ver con sus posibles intereses en referencia a la extensión de su educación personal—educación que lo pueda ayudar en su trabajo o en otras maneras lo ayude a hacer su vida más satisfactoria o productiva.

1. Primero, está Usted envuelto actualmente en alguna clase de actividad educacional mas allá de la escuela secundaria? (Marque una.)

A. _____ No
 B. _____ Si, como estudiante de tiempo completo
 C. _____ Si, parte del tiempo (por lo menos un curso)

2. Dentro de los próximos dos años le gustaría participar en alguna forma de educación mas allá de la escuela secundaria--por ejemplo, tomar un curso o comenzar un programa de enseñanza o por credito o sin credito?

A. _____ Si
 B. _____ No (pase a la pregunta #11)

- 3.Cuál es la asignatura, tópico o habilidad que á Usted le gustaría estudiar o aprender más?

Escriba una descripción de ésta. _____

4. Por qué razón está Usted interesado en más enseñanza? De la lista siguiente, marque todas las razones que Usted considera importante en su decisión para continuar más educación. (Marque todas las que se aplican.)

A. _____ Conocer personas nuevas, escaparse de la rutina diaria, involucrase en algo nuevo
 B. _____ Para trabajar hacia un título (por ejemplo para reanudar trabajo universitario que fue interrumpido)
 C. _____ Para estar mejor informado; adquirir más conocimiento; enriquecimiento cultural; etc.
 D. _____ Satisfacción personal, felicidad personal
 E. _____ Ser mejor padre o madre, esposo o esposa
 F. _____ Para tratar mas eficientemente con situaciones y problemas personales
 G. _____ Para aprender más sobre cómo solucionar problemas de la comunidad o para iniciar cambios en la comunidad
 H. _____ Para ganar más dinero
 I. _____ Para prepararse para algun trabajo (o un trabajo nuevo)
 J. _____ Para llenar requisitos de su trabajo, para mejorar su trabajo, para obtener un ascenso
 K. _____ Otro (especifique) _____

5. Como Usted sabe, hay numerosas maneras para estudiar o aprender. En vista de sus compromisos en su trabajo y familia, su estilo de vida, etc., cuál de las siguientes maneras son apropiadas para Usted? (Indique todo lo que sea apropiado.)
- A. ☐ Entrenamiento en el trabajo - patrocinado por el patrón
 - B. ☐ Entrenamiento en el trabajo - patrocinado por la unión
 - C. ☐ Enseñanza que combina la experiencia de su trabajo con juntas con su instructor y otros estudiantes
 - D. ☐ Clases convencionales, durante el día, en el colegio mas cercano que ofrece los cursos que Usted desea
 - E. ☐ Clases convencionales, durante la noche, en el colegio más cercano que ofrece los cursos que Usted desea
 - F. ☐ Clases de día en una localidad a menos de cinco millas de su casa
 - G. ☐ Clases de noche en una localidad a menos de cinco millas de su casa
 - H. ☐ Sesiones llevadas a cabo en los fines de semana (en una localidad conveniente)
 - I. ☐ Cursos por televisión, en su hogar o en una localidad a menos de cinco millas de su casa, y juntas de vez en cuando con un instructor
 - J. ☐ Estudio independiente y/o proyectos en consulta con un instructor en un tiempo y sitio conveniente
 - K. ☐ Estudio en su casa por correspondencia
 - L. ☐ Lecciones privadas
 - M. ☐ Otro (Especifique) _____
6. Hay muchos lugares donde las personas pueden ir a estudiar o a aprender. Dónde Preferiría Usted participar en un programa educacional? Asuma que todas las localidades en la lista siguiente son enteramente acreditables hacia un título universitario, o para satisfacer cualquier razon que Usted tenga para continuar su educación. Marque la institucion o localidad que Usted más prefiere. (Marque solo una.)
- A. ☐ En su casa, a través de cursos por televisión o correspondencia
 - B. ☐ En su lugar de trabajo
 - C. ☐ Con un tutor privado
 - D. ☐ En un "colegio experimental", "universidad sin paredes", o "universidad libre" (Por las cuales se paga honorarios y donde se obtienen títulos)
 - E. ☐ En una biblioteca, museo, YMCA, iglesia, u otra agencia de la comunidad
 - F. ☐ Un centro de enseñanza para adultos que esté localizado a menos de cinco millas de su casa
 - G. ☐ Una escuela secundaria
 - H. ☐ Una escuela vocacional o comercial privada
 - I. ☐ Un colegio de dos años o de la comunidad

- J. _____ Un colegio privado o universidad
- K. _____ Una universidad o colegio del estado
- L. _____ Un colegio de la universidad de California
- M. _____ Otro (Especifique) _____

7.Cuál es la razón principal por su elección de localidad para continuar sus estudios, indicado in la pregunta previa? (Marque solo una.)

- A. _____ Conveniencia
- B. _____ Programas ofrecidos que quiero
- C. _____ Prestigio de la institución
- D. _____ Costa
- E. _____ Estaría más cómodo con la gente - instructores, estudiantes allí
- F. _____ Generalmente me gustaría estudiar allí más
- G. _____ Otro (especifique) _____

8. Querría Usted ganar credits hacia un título o certificado por los estudios que le interesa llevar a cabo? Si su contestacion es afirmativa, que clase de título o certificado quiere? (Marque solo uno.)

- A. _____ Ninguno, no me interesa ninguna forma de crédito académico
- B. _____ Una declaración de terminación satisfactoria del curso o programa, e.d. para uso de avance en su empleo
- C. _____ Credenciales de escuela pública (Educación, Consejería, Educación Especial, etc.)
- D. _____ Certificado licencia necesaria para otra ocupación específica (trabajador de salón de belleza, electricista, vendedor de propiedades, etc.)
- E. _____ AA, Asociado en Artes, título de un colegio de la comunidad (dos años)
- F. _____ BA, Bachillerato en Artes, Bachilleres, títulos de colegios de cuatro años
- G. _____ MA, título de maestría
- H. _____ Títulos graduados o profesionales (Doctorado, Doctor en Medicina, leyes, etc.)
- I. _____ Otro título o certificado (Especifique) _____

9.Cuál es la cantidad de dinero máxima que Usted estaría dispuesto a pagar por un curso que Usted quiere que se reuna tres horas a la semana por un semestre (aproximadamente cuatro meses), o por otra actividad educacional que provea tres unidades de crédito? (Marque la cantidad más aproximada.)

- A. _____ No puedo pagar nada por extender mi educación
- B. _____ \$30

- C. _____ \$60
- D. _____ \$90
- E. _____ \$120
- F. _____ \$150
- G. _____ \$180 o más

10. Más o menos cuántas horas por semana desearía dedicar a sus estudios (Horas en clase estudio de casa, viaje, etc.)

- A. _____ 5 horas o menos por semana
- B. _____ 5-9 horas
- C. _____ 10-19 horas
- D. _____ 20-29 horas
- E. _____ 30-39 horas
- F. _____ 40 horas o más

11. Hay varios servicios en la lista siguiente que podrían ser provistos para un programa completo de educación para adultos. Cuales de los servicios en la lista siguiente piensa usted que pueda usar se estuvieran en una localidad conveniente y a poco gasto. Marque todas las que se aplican.

- A. _____ Tomar un curso o otra programa educacional.
- B. _____ Recibir entrenamiento en habilidades básicas -- leer, escribir, matemática básica.
- C. _____ Usar la localidad como lugar de estudio
- D. _____ Discutir planes educacionales de carrera con un miembro del personal
- E. _____ Consejo personal
- F. _____ Obtener información sobre oportunidades educacionales en la región, sobre donde encontrar cursos, cómo usar las bibliotecas, museos, etc., dónde tomar las exámenes de equivalencia para la escuela secundaria, cursos del colegio o cursos profesionales, etc.
- G. _____ Evaluación de experiencias afuera del colegio - en el trabajo o la milicia por ejemplo, para crédito posible para un título.
- H. _____ Examinar para obtener posición avanzada en un programa de estudios
- I. _____ Examinar los puntos fuertes y puntos débiles en varios materias o capacidades.
- J. _____ Evaluación de competencias personales--desarrollo personal, potencial para vivir una vida más productiva, etc.
- K. _____ Apuntar y mantener un registro (como una transcripción) de todo mi trabajo educacional (de todas las escuelas que ha asistido) y quizás de todo mi experiencia de trabajo.
- L. _____ No estaría interesado en usar ninguno de estos servicios.

12. Que pueden ser las razones importantes porque usted no pueda matricularse en alguna forma de estudio en los próximos dos años. En la lista siguiente indique los factores que puedan impedirle continuar su educación. (Marque usted todos los que aplican)

- A. ☐ Costo (honorarios, libros, transportación, etc.)
- B. ☐ No hay colegio cerca que ofrece los cursos que quiero
- C. ☐ Los cursos disponibles generalmente no me parecen útiles o prácticos
- D. ☐ Los cursos disponibles no me interesan
- E. ☐ No puedo asistir a las clases que quiero al tiempo que se dan
- F. ☐ Responsabilidades de la casa
- G. ☐ Responsabilidades del trabajo
- H. ☐ Dificultades de transportación
- I. ☐ Dificultades de cuidar los niños
- J. ☐ No sé como matricularme, como recibir información, etc.
- K. ☐ Los instructores no entenderían mi cultura ni mis necesidades educacionales y problemas
- L. ☐ No hay razón ni incentivo para más educación, mas aprendizaje no me ayudaría tanto.
- M. ☐ No tengo suficiente energía ni vigor
- N. ☐ Un sentimiento que probablemente no puedo hacer el trabajo
- O. ☐ Un sentimiento que tengo suficiente edad para regresar a la escuela
- P. ☐ En realidad, ahorita no tengo ganas para más educación formal
- Q. ☐ Otros razones (especifique) _____

Preguntas personales

13. Qué es su edad?

- A. ☐ 20 años o menos
- B. ☐ 21-29 años
- C. ☐ 30-39 años
- D. ☐ 40-49 años
- E. ☐ 50-59 años
- F. ☐ 60-69 años
- G. ☐ 70 años o mas

14. Su sexo

- A. ☐ Masculino
- B. ☐ Femenina

15. Raza

- A. _____ Blanco, Caucásico
 B. _____ Negro, Afro-Americano
 C. _____ Asiático, Oriental
 D. _____ Mexicano, Latino, Chicano,
 Raza, Puertorriqueño
 E. _____ Otro _____

16. Último grado que terminó en la escuela

- A. _____ octavo o menos
 B. _____ 9-11
 C. _____ 12 (terminó escuela secundaria)
 D. _____ 1-2 años colegio, escuela comercial, técnica
 E. _____ 3 años colegio
 F. _____ terminó colegio
 G. _____ Título avanzado de colegio
 H. _____ Otro _____

17. Ocupación

Clase de trabajo _____
 Su patrón _____

18. Salario total de su familia:

- A. _____ Menos de \$3,000
 B. _____ \$3,000-\$4,999
 C. _____ \$5,000-\$6,999
 D. _____ \$7,000-\$9,999
 E. _____ \$10,000-\$14,999
 F. _____ \$15,000-\$19,999
 G. _____ \$20,000 y mas

Cuántos miembros hay en su familia? _____

Comentarios adicionales de sus intereses educacionales